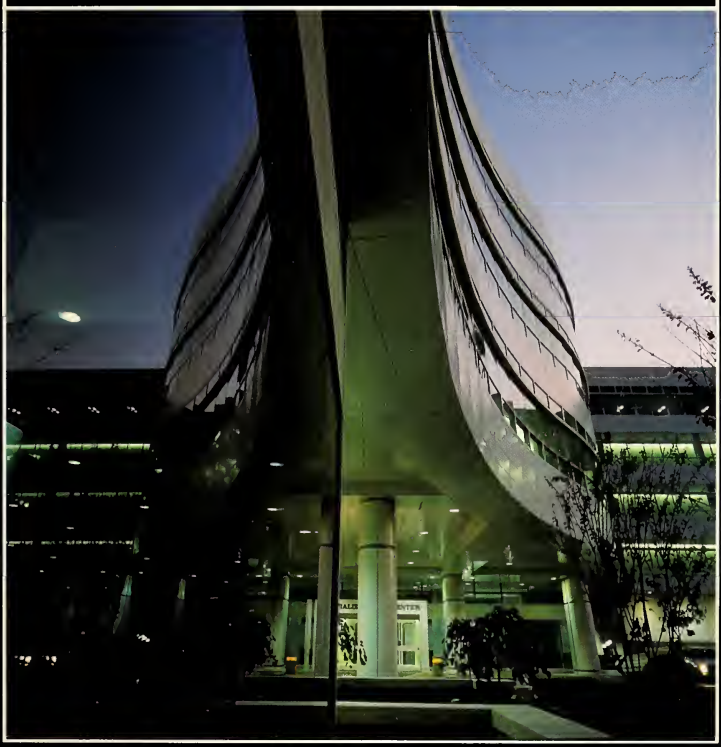
Medical College of Georgia

Catalog

1993–1995



Augusta, Georgia

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Medical College of Georgia

Catalog

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About the Cover
The Ambulatory Care Center/Specialized Care Center of the Medical College of Georgia Hospital and Clinics.

The Medical College of Georgia Catalog is published by the Medical College of Georgia, 1120 Fifteenth Street, Augusta, Georgia 30912. Inquiries for further information should be addressed to the registrar of the college or to offices specified in various sections of the catalog. The Medical College of Georgia is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certificates and associate, bachelor's, graduate and professional level degrees.

An Affirmative Action/Equal Opportunity Educational Institution
The Medical College of Georgia is an affirmative action/equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, national origin or handicap, be excluded from participation in, or otherwise subjected to, discrimination in any educational program, activity or facility.

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General Information

Introduction

This edition of the *Medical College of Georgia Catalog* provides some essential information about Georgia's primary health sciences university. Designed for those already a part of the MCG academic community as well as new and prospective students and faculty, the descriptive material will assist the reader in learning more about MCG—its character, heritage, objectives, academic programs, distinguished faculty, admissions and degree requirements and procedures to name just a few.

This catalog also contains detailed descriptions of many of the courses of instruction and related information to assist those seeking a program that best meets their needs.

As this material is reviewed, it is hoped the reader will understand the importance and seriousness of the purpose at the Medical College of Georgia; namely, to provide sound, comprehensive academic and clinical programs that will help MCG's students become competent, qualified health professionals.

MCG shall continue to strive for a high degree of excellence in its educational programs, research and ultimately in its ability to provide better health care for all mankind.

Institutional Purposes

The Medical College of Georgia, the state's only health sciences research university, has a commitment to the people of Georgia to educate and train health professionals and biomedical scientists to address effectively the health concerns that people encounter throughout their lifespan.

In accepting the challenge to improve the quality of life, as it pertains to health care, it is imperative that the Medical College of Georgia be sensitive to the needs of society, be responsible for the tasks undertaken and be accountable for the use of its resources.

Therefore the Medical College of Georgia broadly defines and affirms the following major purposes:

- To provide superior health education and training for prospective practitioners, scientists and educators at the undergraduate, graduate and postgraduate levels appropriate to the needs of the state of Georgia and to the national and global communities of which it is an active member.
- To be a major research center of excellence in the generation and application of biomedical knowledge and technology to human health and disease and to play an expanding role in biomedical technology transfer into the health-care delivery system.
- To develop and provide state-of-the-art health-care services for the citizens of Georgia and others and to encourage, test and improve access through the use of innovative systems of health-care delivery appropriate to the changing demographics and needs of the people of the state and nation.
- To promote health awareness and disease prevention for the people of Georgia and the nation in order to extend and enhance the quality of life.

It is the intent of the Medical College of Georgia to offer a living/learning environment that demonstrates and fosters the valuing of health and reinforces the need for compassion, integrity, competence and ethical behavior in professional conduct. The Medical College of Georgia will continually strive for excellence in instruction, research and health care in order to effectively serve those who seek a career, those who seek new knowledge and those who seek care.

The Augusta Community

Augusta is located on the south bank of the Savannah River midway between the Great Smokey Mountains and the Atlantic coast. It is a crossroads of major highways from: Atlanta, 157 miles west; Savannah, 133 miles southeast; and Columbia, S.C., 72 miles east. Augusta is the second-largest metropolitan market in Georgia and is also a major medical center with nine local hospitals that serve the entire Southeast.

Founded in 1736 by Gen. James E. Oglethorpe, Augusta is Georgia's second oldest city. Oglethorpe named the city for Princess Augusta, wife of the Prince of Wales. Augusta served as the capital of Georgia in 1778 and again from 1785 to 1795.

The city offers a wide spectrum of cultural, social and recreational activities. Located near the huge Clarks Hill (Lake Thurmond) Reservoir, the area provides a spot for water skiing, swimming, boat racing, camping and other outdoor recreational activities. Augusta is famous for the Augusta National and the annual Masters Golf Tournament, the blue ribbon of all golfing events. Augusta has 11 other golf courses, in or near the city. In addition, Augusta is located near Aiken, S.C., which has become a center for polo and other equestrian sports. The city is fortunate in having many associations dedicated to the performing and visual arts. Among these are the Augusta Opera Association, the only resident opera company in Georgia; the Augusta Ballet, an "Honor Company" nationally known for the high quality of its performances; the Augusta Players;

the Augusta Children's Theatre; the Augusta Symphony; and the Augusta Art Association. Films, speakers and special events also are often sponsored by both Augusta College and Paine College.

The Augusta-Richmond County Civic Center seats 8,658 in the grand arena for concerts, sporting events and a wide variety of other entertainment and convention activities. The newly renovated Bell Auditorium seats 2,690 people for smaller concerts, plays and similar stage shows.

Augusta is one of the leading medical and paramedical centers of the Southeast and has a rapidly developing and diversified industrial community encompassing textiles, food processing, chemicals, metal working, pulp and paper and paper-related products. The area also offers good shopping opportunities which include two large shopping malls.

The Medical College of Georgia Student Government Association sponsors a full calendar of activities as well as providing tennis courses, a putting green and indoor recreation (pool tables, ping pong, weight room, sauna, pottery room, dark room, etc.). Faculty and students may also play golf at the nearby 18-hole Forest Hills Golf Course. Students play at a special reduced rate.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia—four universities, two regional universities, 13 senior colleges and 15 two-year colleges. These 34 public institutions are located throughout the state.

A 16-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of board members—five from the state-at-large and one from each of the state's 11 congressional districts—are made by the governor, subject to confirmation by the state Senate. The regular term of board members is seven years.

The chairperson, the vice chairperson and other officers of the board are elected by the members of the board. The chancellor, who is not a member of the board, is the chief executive officer of the board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: instruction; public service/continuing education; research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal of study is a degree beyond the associate level, is in effect at the universities, senior colleges and junior colleges. This curriculum requires 90 quarter-credit hours, including 60 in general education—humanities, mathematics and natural sciences and social sciences—and 30 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

Instruction is conducted by all institutions.

Public service/continuing education consists of non-degree-credit courses.

The non-degree activities are of several types, such as short courses, seminars, conferences, lectures and consultative and advisory services, in a large number of areas of interest. These activities, typically of short duration, are designed by each institution to meet special educational, informational and cultural needs of the people of the service area of that institution.

Non-degree public service/continuing education is conducted by all institutions.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly defined projects in some cases, non-programmatic activities in other cases. They are conducted on campuses and at many off-campus locations.

The research investigations cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management and control of the University System and the administrative actions of the chancellor provide autonomy of high degree for each institution. The executive head of each institution is the president, whose election is recommended by the chancellor and approved by the board.

The University System Advisory Council, with 34 committees, engenders continual system-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the chancel-

lor, for transmittal to the Board of Regents as appropriate, regarding academic and administrative aspects of operation of the system.

The Advisory Council consists of the chancellor, the vice chancellor and all presidents as voting members; and it includes other officials and staff members of the institutions as non-voting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions. The committees dealing with matters of University System-wide application include, typically, at least one member from each institution.

State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocations of the appropriations are made by the board.

Matriculation fees and non-resident tuition fees for students at all institutions are established by the Board of Regents. Matriculation fees are paid by all students; matriculation fees and non resident tuition fees are paid by out-of-state students.

Institutions of the University System of Georgia

h—On-Campus Student Housing Facilities
Degrees Awarded: A— Associate; B—Bachelor's; J—Juris Doctor; M—Master's; S— Specialist in Education; D—Doctor's; cD—Doctorate offered in cooperation with a University System university, with degree awarded by the university.

Universities

Athens 30602
University of Georgia—h; A,B,J,M,S,D
Atlanta 30332
Georgia Institute of Technology—h; A,B,M,D
Atlanta 30303
Georgia State University—A,B,M,S,D,J
Augusta 30912
Medical College of Georgia—h; A,B,M,D

Regional Universities

Statesboro 30460
Georgia Southern University—h; A,B,M,S,cD
Valdosta 31601
Valdosta State College—h; A,B,M,S,cD

Senior Colleges

Albany 31075
Albany State College—h; B,M
Americus 31709
Georgia Southwestern College—h; A,B,M,S
Augusta 30910
Augusta College—A,B,M,cD
Carrollton 30118
West Georgia College—h; A,B,M,S,cD
Columbus 31993
Columbus College—A,B,M,S,cD
Dahlonega 30597
North Georgia College—h; A,B,M
Fort Valley 31030
Fort Valley State College—h; A,B,M,
Marietta 30061
Kennesaw State College—A,B,M
Marietta 30060
Southern Technical Institute—A,B
Milledgeville 31061
Georgia College—h; A,B,M,S
Morrow 30260
Clayton State College—A,B
Savannah 31406
Armstrong State College—A,B,M,S
Savannah 31404
Savannah State College—h; A,B,M

Two-Year Colleges

Albany 31707
Darton College—A
Atlanta 30310
Atlanta Metropolitan College—A
Bainbridge 31717
Bainbridge College—A
Barnesville 30204
Gordon College—h; A
Brunswick 31523
Brunswick College—A
Cochran 31014
Middle Georgia College—h; A
Dalton 30720
Dalton College—A
Decatur 30034
DeKalb College
Douglas 31533
South Georgia College—h; A
Gainesville 30403
Gainesville College—A
Macon 31297
Macon College—A
Rome 30161
Floyd College—A
Swainsboro 30401
East Georgia College—A
Tifton 31793
Abraham Baldwin Agricultural College—h; A
Waycross 31501
Waycross College—A

University System of Georgia

244 Washington Street, S.W.
Atlanta, Georgia 30334

Locations of Universities and Colleges

A History of the Medical College of Georgia

The Medical College of Georgia in Augusta is the health sciences university of the University System of Georgia. In 1950 there was one school, the School of Medicine, founded in 1828. The School of Medicine is among the very oldest existing medical schools in the United States. Today, there are four additional schools: Graduate Studies, which awarded degrees for the first time in 1951, was established as a separate school by the Board of Regents in 1965; Nursing moved to Augusta from Athens in 1956; Dentistry was established by the Regents in 1965; and Allied Health Sciences was established as a separate school in 1968, incorporating existing MCG programs, one of which had granted its first degrees in 1964.

The college has experienced rapid growth the past 40 years, during which time the campus physical plant has grown from just three buildings on little more than 45 acres to more than 90 buildings on approximately 100 acres today. And, construction or expansion of facilities planned over the next few years will continue that growth trend. Today, approximately 850 faculty and 5,100 staff make the medical college the city's largest single employer and student enrollment, including residents and interns, is maintained at about 2,500.

The college was started in two borrowed rooms at the rear of Augusta's old City Hospital almost 165 years ago, with its assets consisting of little more than the vision of its founders. It was in those early years that Drs. Milton Antony, Joseph Adams Eve, Lewis D. Ford and later L. A. Dugas and Paul Eve, with the support of many Augusta citizens, began building the rich heritage that the medical college now enjoys.

In 1833, members of the first graduating class received their doctor of medicine degrees. There were four students in that graduating class. Today, the college offers programs in more than 50 degree fields and graduates more than 670 students per year. Additionally, graduate training in about 45 specialty areas of medicine and dentistry is offered to more than 440 residents and interns annually.

Even in the early days of the medical college, changes came quickly. In 1835, the college moved into its first permanent home at the corner of Telfair and Sixth streets in Augusta. This building, now called the Old Medical College and recently renovated as an MCG meeting area, was vacated by the college in 1913, when the institution moved to its present midcity campus. Except for a brief interim during the Civil War, the medical college has operated continuously since its founding.

From 1913 to 1950 MCG experienced exciting times. The college celebrated its 100th birthday in 1928. Faculty members as well as students were called to service in World Wars I and II. During this period, in spite of strong efforts to relocate the college (with both Athens and Atlanta supported as potential new homes), Augusta won out as the college's permanent home. Internally, the faculty moved to dynamically change the curriculum, while at the state level the University System of Georgia was established.

In 1950, the medical college's long affiliation with the University of Georgia, begun in 1873, was discontinued. The medical college was designated as a separate unit of the University System of Georgia and resumed its historic name, the Medical College of Georgia.

A vital source of the medical college's program is its 540-bed teaching hospital and its various clinics. The founders of the college certainly could not have foreseen the rise of a great teaching hospital as part of the MCG medical complex known today. The MCG Hospital is the major referral center for the state; patients come to Augusta from throughout Georgia, every other state and numerous foreign countries because of MCG's rising reputation for the care of complex and difficult diseases.

The founders could not have anticipated the honors and recognition that would mark the college's first century-and-a-half of service to the cause of health care, health education and research on behalf of the people of Georgia. Dr. Virgil Sydenstricker was acclaimed worldwide when he uncovered evidence which identified the specific vitamin deficiencies related to pellagra and other diet-related conditions. Dr. Sydenstricker, along with Dr. W. A. Mulherin, also planted the seed for research on sickle cell anemia. Today the medical college's sickle cell research and clinical program is world renowned. Another Medical College of Georgia researcher, Dr. W. F. Hamilton, developed instruments

and techniques which were vital forerunners of present-day open-heart surgery. Yet another area where MCG pioneered research that has brought international acclaim is in endocrinology, particularly the work of Dr. Robert Greenblatt.

Other research scientists in recent years have made important contributions to the world's knowledge of cancer, cardiovascular disease, freezing and preserving human organs in surgical techniques and in the use of new dental materials.

MCG's commitment to quality education, research and patient care is even stronger today than in the past. As it has throughout its history, MCG will continue to fulfill its purposes and serve the people of Georgia throughout this century and into the next.

Degrees Offered

The following degrees and certificates are granted by MCG through its schools:

School of Medicine
Doctor of Medicine

School of Dentistry
Doctor of Dental Medicine

School of Graduate Studies
Doctor of Philosophy
Master of Science
Master of Science in Clinical Nutrition
Master of Health Education
Master of Science in Medical Illustration
Master of Science in Nursing
Master of Science in Oral Biology

School of Nursing
Bachelor of Science in Nursing

School of Allied Health Sciences
Associated Dental Sciences
—Bachelor of Science in Dental Hygiene
—Associate of Science in Dental Hygiene
—Associate in Science in Dental Laboratory Technology
Health Information Management
—Bachelor of Science in Health Information Management
—Associate of Science in Health Information Technology
Medical Technology
—Bachelor of Science in Medical Technology
—Associate of Science in Histologic Technology
—Certificate in Flow Cytometry
—Certificate in Medical Technology
Occupational Therapy
—Bachelor of Science in Occupational Therapy
—Associate of Science in Occupational Therapy Assistant
—Associate of Science in Neurodiagnostic Technology
Physician Assistant
—Bachelor of Science
Physical Therapy
—Bachelor of Science
Physical Therapist Assistant
—Associate of Science
Radiologic Technologies
—Bachelor of Science in Diagnostic Medical Sonography
—Bachelor of Science in Radiologic Technology
—Bachelor of Science in Nuclear Medicine Technology
—Associate of Science in Nuclear Medicine Technology
—Associate of Science in Radiography
—Associate of Science in Radiation Therapy Technology
—Certificate in Diagnostic Medical Sonography
—Certificate in Nuclear Medicine Technology
—Certificate in Radiation Therapy Technology
Respiratory Therapy
—Bachelor of Science
—Associate of Science

Concurrent Degrees
School of Graduate Studies—School of Medicine
Doctor of Philosophy—Doctor of Medicine
Master of Science—Doctor of Medicine
School of Graduate Studies—School of Dentistry
Master of Science—Doctor of Dental Medicine

Facilities For Instruction

The college campus, situated in the approximate center of Augusta, is convenient to the downtown business district.

Research and Education Building
The Carl T. Sanders Research and Education Building, with the William F. Hamilton wing, is a modern facility containing classrooms, basic science laboratories, faculty offices, one of the largest electron microscopy laboratories in the country, television services and similar activities related to the instruction program. The Research and Education Building is one of the largest instruction buildings in the University System of Georgia. The building is used primarily for research and instruction in the basic medical sciences.

Medical College of Georgia Hospital and Clinics
The Medical College of Georgia Hospital and Clinics is a leading tertiary referral center for the state of Georgia and the region, offering a full spectrum of medical and

health services. As the teaching hospital of an academic medical center, the hospital and clinics is dedicated to developing professional and technical knowledge and skills through its support of organized programs of teaching in medicine, nursing, dentistry and the allied health professions.

MCG Hospital and Clinics opened in 1956 as Talmadge Memorial Hospital and was expanded in 1976 with the addition of the Sydenstricker Wing. It now operates 540 beds and more than 80 specialty clinics. The new Ambulatory Care Center/Specialized Care Center which opened in 1992 provides enhanced emergency and trauma care, and consolidates more than 80 specialty clinics.

Thirteen clinical services offer an array of specialized patient programs. Specialty services include an electrophysiology laboratory, epilepsy surgery, angiography, magnetic resonance imaging and lithotripsy. The hospital also is the designated regional trauma center for the 13-county East Central Georgia Health District. The hospital recently expanded its Comprehensive Cancer Center and initiated a Chest Pain Center, Asthma Center, and Sports Medicine program.

The 109-bed Children's Medical Center (CMC) is located on the eighth floor of the Medical College of Georgia Hospital. The CMC houses a neonatal intensive care unit, which provides extracorporeal membrane oxygenation, a pediatric intensive care unit and many other specialized pediatric programs. A new Children's Medical Center facility is in the developmental stages.

The hospital and clinics is accredited by the Joint Commission on the Accreditation of Healthcare Organizations, the national body that establishes and enforces standards of quality for health-care institutions. MCG Hospital is a member of the Council of Teaching Hospitals of the American Association of Medical Colleges, the National Association of Children's Hospitals and Related Institutions and the University Hospitals Consortium, a nationwide association of hospitals serving medical universities.

During 1991-92, there were 18,850 patient admissions to the hospital and 304,849 patient visits to the outpatient clinics.

The School of Dentistry Building

The facility is one of the most modern and effectively designed buildings for dental education in the United States. The building contains operatories, laboratories, clinics, classrooms, seminar rooms and faculty offices geared toward the clinical education of dental students and research in clinical dentistry and basic dental sciences.

Library

The Robert B. Greenblatt, M.D. Library is a modern, two-story 65,000-square-foot building completed in 1980. The library is staffed by 10 faculty members and over 30 support staff members. Program areas within the library include these services: administrative, cataloging, circulation, media and microcomputing, reference, serials and special collections.

MERLIN, the library information system is available through public terminals in the library and by remote access from home or office computers. MERLIN makes information available from the library's catalog which includes books, journals, computer software, and audiovisuals. It also provides the miniMEDLINE search program for up-to-date citations and abstracts from library-owned journals. In addition, the ALERTS/Current Contents database on MERLIN provides citations to journal articles in more than 5,000 recently published biomedical and scientific journals. Computer assisted instruction, word processing, desktop publishing and spreadsheet programs are available.

The library offers an extensive audiovisual and microcomputer area which includes an electronic classroom and labs with IBM/Zenith, MacIntosh and Apple IIE computers.

Additional public services within the library include MEDLINE, Cumulative Index to Nursing and Allied Health Literature, ERIC and other online bibliographic databases, reference books, indexes and abstracts, interlibrary loan, self-service photocopy, library-assisted photocopy, telefacsimile, student reserves, typing rooms, lockers, individual and group study areas and conference rooms.

Approximately 1,300 current journal titles are received annually. The overall collection of books, journals and audiovisuals consists of more than 130,000 volumes.

Library instruction and orientation is available through reference services. Barcodes attached to student picture identification give access to library services.

Georgia War Veterans Nursing Home

GWVNH is located adjacent to the main MCG campus and is administered under the auspices of the Medical College. GWVNH is owned by the Georgia Department of Veterans Service, a state agency. The facility is licensed for 192 skilled-care beds, with some in-house medical services provided through the Medical College of Georgia and the Department of Veterans Affairs Medical Center.

GWVNH is involved in the educational process through clinical experiences for medical and nursing students, occupational and physical therapy students and students in the physician assistant program. In addition, the medical director of the nursing home directs a program to train family practice residents in long-term care of the elderly.

Other Instructional Facilities

Other facilities used in the instructional program and containing classrooms, labs and/or clinics include the Auditoria Center, the Psychiatry Building, the Milton Antony Complex's Jennings Wing and the Walter L. Shepeard Building, the Murphey Building, the Sickle Cell Center and the Radiation Therapy Center.

Additional Augusta Area Clinical Resources

MCG enjoys affiliation and/or clinical agreements with the following hospitals in the Augusta area:

The Veterans Administration Medical Center

The Veterans Administration Medical Center consists of two divisions: the Uptown Division, a 653-bed neuropsychiatric hospital; and the Downtown Division, a 380-bed general medical and surgical hospital located adjacent to the MCG Hospital with a connecting walkway allowing easy access.

The VAMC provides excellent facilities for the clinical training of MCG students and housestaff. Full-time faculty supervise patient care and student educational programs in both required and elective areas. The VAMC is a member of the College Affiliated Hospital Program.

University Hospital

University Hospital is a community hospital, operated under the Richmond County Hospital Authority. Prior to the opening of the MCG Hospital, it was for years the primary teaching hospital for the medical school. Immediately adjacent to MCG, it is a well-equipped 700-bed hospital with a mixture of private (approximately 75 percent) and teaching service patients; it also includes a major general emergency room.

University Hospital is used for clinical education of MCG students and as a member of the College Affiliated Hospitals Program, it provides housestaff training in several medical specialties. A nucleus of full-time faculty at University Hospital working with private physicians and the MCG Hospital staff provide the supervision and teaching program.

Dwight David Eisenhower Army Medical Center

The Eisenhower Medical Center at Fort Gordon, Ga., on the outskirts of Augusta, is an Army teaching hospital with 434 beds. It is a tertiary care referral center for the Southeastern United States, Caribbean and Canal Zone. MCG students, under the direction of MCG faculty, use the clinical facilities of Eisenhower Medical Center for various educational programs. In addition, residents in the training programs there may take clinical rotations in the Medical College of Georgia teaching hospitals.

Georgia Regional Hospital

Georgia Regional is a state regional psychiatric hospital designed to treat children and adolescents, adults and geriatric patients. The hospital also has an alcohol and drug abuse unit. This modern, 262-bed hospital has affiliation with the MCG School of Medicine Department of Psychiatry and Health Behavior and the

Schools of Allied Health Sciences and Nursing to provide clinical training for students and medical residents. Non-psychiatric health care of Georgia Regional patients is also provided by the Medical College of Georgia.

Gracewood State School and Hospital

Gracewood is the state school and hospital for the mentally retarded and is dedicated to nurturing the dignity, health and development of the mentally retarded who require residential care. The facility serves all age levels and provides broad services for care, treatment and training. Students in medicine, dentistry, nursing and allied health sciences receive clinical training and/or provide care at Gracewood under the direction of resident faculty.

St. Joseph Hospital

St. Joseph's is a 235-bed, general hospital opened in 1952. The hospital has experienced several expansions in response to community needs, including development of a family life center. Students from programs in nursing and allied health sciences may receive clinical rotations and/or other clinical experience in this hospital, which is located near the MCG campus.

Augusta Regional Medical Center

This is a private, general acute-care hospital located in west Richmond County. Humana Hospital opened in mid-1973 and operates 374 beds. The hospital includes a regional burn center. MCG nursing and allied health students may receive clinical experience at this hospital, while medical student rotations under private physician preceptors are also offered.

Charter Hospital of Augusta

Charter Hospital is a 63-bed private psychiatric facility which treats emotional, behavioral and related substance-abuse problems of young people ranging in age from 4 to 19. Medical, allied health and nursing students may receive clinical training at this hospital.

Walton Rehabilitation Hospital

This is a comprehensive and intensive rehabilitation hospital with interdisciplinary professionals providing physical medicine and rehabilitation to both adults and children. Inpatients and outpatients are those recovering from stroke, head injuries, chronic pain, spinal injuries, neuromuscular diseases, amputation, arthritis, and other disabling illnesses and injuries. This 58-bed hospital helps patients return to the most independent lifestyle possible. Accredited by the Commission on Accreditation of Rehabilitation Facilities, the hospital is sponsored by St. Joseph Center for Life, Inc. and University Health Services, Inc.

Other Clinical Resources

MCG students receive clinical experience in other hospitals and clinics throughout Georgia and the United States as a regular aspect of their educational program. Additional information on the hospitals and clinics that have current formal affiliation and/or clinical agreements with various programs in the Schools of Allied Health Science, Dentistry, Medicine and Nursing can be obtained from the dean's office of the appropriate school.

Administrative and Service Facilities

Major facilities which are used primarily for administrative and service purposes include:

The G. Lombard Kelly Building, which contains offices for the president; vice presidents for academic affairs, business operations, fiscal affairs and planning, and student affairs; dean of the School of Medicine; dean of the School of Allied Health Sciences; business affairs; revenue accounting; the registrar; undergraduate admissions; financial aid; and institutional research and information.

The School of Nursing Building, which houses the dean and other School of Nursing faculty and staff. (Additional nursing faculty offices are located in the Jennings Wing of the Milton Anthony Complex.)

The Student Center, which houses student government offices, a cafeteria, the book store, student lounges and recreational facilities, the vice president for student affairs and other student affairs administrative staff.

The MCG Annex, which houses the personnel office, facilities planning, information services division, patient accounting, Physician's Practice Group, purchasing, the comptroller's office, and the Georgia Prevention Institute.

Computer Facilities

Faculty and students have access to a variety of modern computer systems and services available through the Information Services Division. MCG is a member of the University System Computer Network and thereby has access through interactive and batch terminals to a CDC Cyber 170/750 located on the University of Georgia campus.

For special needs, the use of other computer facilities at the University of Georgia, Georgia State University and the Georgia Institute of Technology may also be arranged through the network. These facilities provide a wide range of software for research and educational use.

More than 50 microcomputers including an electronic classroom are available in the MCG library for use by students and faculty both on a walk-in and scheduled basis. Also, terminals are available for access to the automated Library Information System and academic

mail and billboard services. A Micro VAX cluster is available to support local research databases, statistical computing, graphics and special data analysis.

A series of computer literacy workshops for faculty, staff and students on the more popular MS-DOS and Macintosh software products is offered regularly.

Primary computing resources consist of an IBM ES/9000 mainframe with a vector processing facility, a NetFrame superserver, and numerous Novell local area networks within departments across campus.

Accessibility to Handicapped

The Medical College of Georgia's physical facilities and institutional programs have been modified in accordance with federal law and regulations to allow equally effective access by handicapped persons, to include public restrooms, ramps and curb cuts for persons confined to wheelchairs and similar structural changes. Special services may be made available on a reasonable basis in accordance with reported needs of individual handicapped students.

Further information on handicapped programs and facilities is available from the Office of Undergraduate Admissions.

Continuing Education

The Division of Continuing Education at the Medical College of Georgia provides quality educational opportunities to health sciences faculty and staff, statewide health care practitioners and national and international visitors through its three major components: programs development, conference coordination and a needs assessment extension service. The division offers and/or accredits broad-based continuing education programs ranging from workshops and seminars to telecommunication courses.

Accreditation

The Medical College of Georgia is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certificates and associate, bachelor's, graduate and professional-level degrees. Accreditation information on individual programs is presented in each program's section of this catalog.

Admission Requirements

Admission requirements and application procedures, including information pertaining to application forms, personal interviews and pre-entrance testing, are listed within each school's section of this catalog. *The most up-to-date information can be obtained from the Office of Undergraduate Admissions (programs in allied health sciences and undergraduate nursing), the School of Graduate Studies (graduate-degree programs), the School of Medicine-Student Admisssions Office (medicine) or the Office of Student Admissions and Academic Suport, School of Dentistry (dentistry).*

The college is an affirmative action/equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, religion, age, national origin or handicap be excluded from participation in, or be otherwise subjected to discrimination in any educational program, activity or facility.

The Medical College of Georgia is committed to an effective affirmative action policy. The Medical College strives to recruit, admit and educate a cross-section of qualified men and women representing the socio-economic, racial and cultural diversity of Georgia. This commitment is in keeping with our moral, legal and social responsibility and with the highest ideals and principles of American higher education.

Transfer Credit

A maximum of 100 academic quarter hours from a junior college, or 145 hours from a senior college or other educational institution may be transferred into an undergraduate program. (See the "Scholarship" statement under Graduation Requirements.)

Courses and credits transferable to an undergraduate program from other colleges or universities must have a grade point average acceptable to the college, but in no case less than 2.00 overall for courses transferred. Credit will not be granted for remedial courses or other courses that are basically of a secondary-school level. Individual schools/programs may have higher standards for transfer credit, in which case those standards shall apply.

At the decision of the appropriate academic dean, a student transferring into professional programs from any institution may be required to have professional course work validated by standardized examinations in order to gain advanced standing and receive college credit for such course work. An application will not be considered from a student who is not in good standing at the institution he or she has attended previously, unless officials at the last institution he/she attended recommend consideration of the application.

An applicant who wishes to transfer to the college must submit official transcripts of all course work attempted from the registrar at every institution of higher education at which he/she has ever enrolled. Transcripts sent by the applicant or transcripts without an official seal and registrar's signature will not be accepted.

The total number of hours that may be earned toward an undergraduate degree by extension or correspondence courses, CLEP or ACT-PEP examinations or any combination of these, shall not exceed one-fourth of the total credit hours required for a degree. Exceptions to this policy may be made for CLEP or ACT-PEP cred-

its when unusual circumstances or hardship so warrant, in the judgment of the dean of the school concerned. Credit from correspondence courses and/or extension courses is subject to validation to the satisfaction of the dean of the school concerned.

Any credit which is more than 10 years old is subject to validation to the satisfaction of the dean of the school concerned. Credits from institutions that are not part of the University System of Georgia or are not accredited by a regional accrediting association are subject to validation to the satisfaction of the dean of the school concerned.

Technical Standards

Qualifications for admission to, and graduation from, any school of the Medical College of Georgia requires satisfaction of the following general technical standards:

1. Sufficient intellectual capacity to fulfill the curricular requirements.
2. Ability to effect multi-modal communication with patients, colleagues, instructors and/or other members of the health care community.
3. Physical ability to learn and implement the various technical skills required by the faculty.
4. Sufficient emotional stability to withstand the stress, uncertainties and changing circumstances that characterize the respective health care profession. Standards have been developed for individual programs for evaluation of prospective and enrolled students. These standards are admissions and graduation guidelines and are subject to continuing revision and improvement.

Readmission of Former Students

Former students of the School of Allied Health Sciences or the School of Nursing who wish to return to the same program previously attended may contact the registrar concerning readmission procedures. Other former students seeking readmission should contact the appropriate admissions office.

ACT Proficiency Examination Program (ACT-PEP) and College-Level Examination Program (CLEP)

The Medical College of Georgia may award credit to students who successfully pass these tests in applicable academic fields, in accordance with the CLEP and ACT-PEP policy available in the Office of Undergraduate Admissions.

Transient Students

A student who has taken work in a college or university may apply for temporary registration at the Medical College of Georgia as a transient student. Such a student ordinarily will be one who expects to return to the college or university in which he or she was previously enrolled.

Enrollment of Persons 62 Years of Age or Older

Pursuant to the provisions of an amendment to the Georgia Constitution adopted on November 2, 1976, the Board of Regents has established the following rules with respect to enrollment of persons 62 years of age or older in units of the University System. To be eligible for enrollment under provisions of this amendment such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration and must present a birth certificate or other comparable written documentation of age to enable the registrar to determine eligibility.
2. May enroll as regular or auditing students in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees.
3. Must in general meet all system and institution undergraduate or graduate admission requirements to include high school graduation, SAT scores and Special Studies, if enrolling for credit. Institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and SAT score requirements are inappropriate. In those instances involving discretionary admission, institutions will provide diagnostic methods to determine whether or not participation in Special Studies will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Will have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
5. Must meet all system, institution and legislated degree requirements such as Regents' Test, Major Area Exam and History and Constitution Instruction or Exams, if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary or law schools under the provisions of this policy. (Minutes, 1976–77, pp. 443–444)

Foreign Student Requirements

Foreign applicants to the Schools of Allied Health Sciences and Nursing must provide certain preliminary admissions information before a formal application can be considered. Scores on the Test of English as a Foreign Language (TOEFL) and the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the ACT (American College Testing Program) scores must be submitted, together with an estimate of the total amount of money which the student can apply toward his education for the upcoming year. Address all

inquiries to the Office of Undergraduate Admissions, 170 Kelly Building—Administration, Medical College of Georgia, Augusta, GA 30912. Foreign applicant information for the School of Graduate Studies is printed in the Graduate Studies section of this catalog.

General Education Courses

Augusta College, a sister institution within the University System of Georgia, as been designated to offer selected courses in general education for students registered at the Augusta campus, Medical College of Georgia. Credits and grades for such courses are accepted by the college directly from Augusta College as through the courses were taught on the MCG campus. The student must be registered at MCG while taking the courses and all courses taken must receive advanced approval of the academic dean.

MCG students attending the college's programs outside the Augusta area may take certain courses at selected other University System institutions by registering through the Medical College of Georgia.

Academic Regulations

Units of Credit

The unit of credit is the quarter hour. A quarter hour equals 55 minutes of class work per week for one quarter, or its equivalent in other forms of instruction. Credit given for particular courses is as stated in the course listings of this catalog, or as defined at the time of registration by the various schools.

Course Numbering System

The college offers courses numbered 100 to 299 to students in the lower division of undergraduate schools and courses numbered 300 to 499 to students in the upper division of undergraduate schools. Graduate courses are numbered from 600 to 999. Certain courses are offered to undergraduate, graduate and professional students jointly. Such courses are numbered appropriately for each class and degree program.

Courses in the Schools of Medicine and Dentistry are numbered form 500 to 599. Developmental and remedial courses, which do not carry academic credit for graduation purposes, have course numbers of 099 and below.

Classification of Students

The classification under which a student registers at the beginning of each academic quarter will continue throughout the academic quarter.

Undergraduate students are are classified as follows:

Classifications	*Hours Earned*
Freshman	less than 45
Sophomore	at least 45
Junior	at least 90
Senior	at least135

Grades

The Medical College of Georgia is on the 4.0 grade point average system. The following grades are approved for use in the Medical College of Georgia and are included in the determination of the grade point average:

Grade	*Description*	*Grade Points*
A	excellent	4.0
B	good	3.0
C	satisfactory	2.0
D	passing*	1.0
F	failure	0.0
WF	withdrew, failing	0.0

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

I— This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. The requirements for removal of an I are left to the respective schools; however, if a school does not designate a shorter time period, an I not sat isfactorily removed after three quarters in residence will be changed to the grade of F by the registrar.

W— This symbol indicates that a student was permitted to withdraw without penalty. Any student who withdraws on or before midterm will receive a W. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the appropriate academic dean.

S**— This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship and proficiency require ments in graduate programs.

U**— This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol approved only for dissertation and thesis hours, student teaching, clinical practicum, internship and proficiency requirements in graduate programs.

V— This symbol indicates that a student was given

*Some curricula do not recognize the D as acceptable for meeting graduation requirements. See School/Program sections for these higher requirements.

**Use of this symbol to grade regular academic course work must have the prior permission of the President and chancellor.

permission to audit this course. After the last day of late registration, students may not transfer from audit to credit status or vice versa.

K— This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective school's faculty. (CLEP, AP, Proficiency, etc).

IP— At the Medical College, this symbol designates a course that extends beyond the quarter. A grade is not given until the course is completed. This symbol cannot be substituted for an I (Incomplete).

Grade Changes

Any grade recorded by the registrar will be changed in accordance with MCG and regent's grading policies upon receipt from the instructor of a completed Grade Change Report form. Forms are available from the registrar.

Repeated Course Work

By registering for a course for which credit has already been received, a student forfeits credit toward graduation in the previous course. The final grade for graduation purposes will be the grade in the repeated course; however, all hours attempted and grades earned will appear on the transcript and be used in computing the grade point average.

Registration

Registration for courses must be completed on the dates slated in the academic calendar.

Registration procedures are the responsibility of the registrar. Notification of these procedures and any changes in the academic calendars will be sent to students at the appropriate time.

Continuing Enrollment During Breaks in the Academic Calendar

All students are considered to be enrolled and in good standing from the time they register for a quarter: (1) until they register for the next quarter; or (2) through the last day for late registration for the next quarter as shown on the official academic calendar, whichever occurs first.

Adding and Dropping Courses

Additions to a student's course schedule will not be allowed after the deadline for adding courses set forth in the academic calendar of the institution offering the course.

A course may be dropped without penalty up to the midterm date set forth in the academic calendar. Following this deadline, a student dropping a course will receive a WF (Withdrew Failing), except in cases of hardship as determined by the appropriate academic dean. WF grades will be treated as F grades for grade point calculations.

Courses may only be added or dropped by following procedures established by the registrar. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

Late Registration Policy

1. Students failing to register by the last date of regular registration for their school or program, to include payment of fees, shall be permitted to register during the time designated for late registration. However, a late fee of $25 shall be assessed for any student registering late.
2. In keeping with Board of Regents policy, registration fees are due and payable at the time of registration. The student cannot be enrolled until all registration and other fees are paid in full.
3. No student shall be permitted to register after the last date of late registration, except in cases of unusual circumstances as judged by the dean of the school concerned or by the president of the Medical College of Georgia. In such cases, the student shall be required to pay the late registration fee in addition to the regular registration fees.

While reasonable efforts shall be made to inform students of registration dates and any changes in the dates published in the catalog, ***it is the student's responsibility to keep apprised of such changes.***

Auditors

Regularly enrolled MCG students may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. After the last day for registration, no changes from an audit basis to credit or from credit to audit will be permitted. Students auditing courses will be required to pay the regular fees for enrollment. *See the "Fees" section of this catalog.*

Attendance

Regular, punctual attendance is expected of students in all classes and is counted from the first class meeting each term. Students who incur an excessive number of absences are subject to academic penalty.

Specific attendance requirements may be established by individual schools/programs.

Professional Liability Insurance

Students in the health professions are required to participate in various clinical learning experiences as a prerequisite to successful completion of programs of study. Many of the clinical facilities where these learning experiences take place will only accept students who are covered by professional liability insurance. Students may contact the office of the dean of the MCG school in which they expect to enroll for information on the availability and cost of such coverage.

Academic Honesty

The college recognizes honesty and integrity as being necessary to the academic function of the institution. Regulations promulgated in the interest of protecting the equity and validity of the college's grades and degrees and to assist students in developing standards and attitudes appropriate to academic life are contained in the Student Handbook or in school honor codes.

Dean's List

To recognize superior academic performance among undergraduates, a Dean's List is compiled quarterly. The achievement of each student who qualifies is acknowledged and noted on the student's permanent record. To qualify for the Dean's List, a student must have attempted 12 or more hours of graded academic work in a quarter and have achieved a grade point average of at least 3.50. For students with Incompletes, Dean's List computations will not be made until a grade is determined.

Dean's List qualifications for the School of Dentistry are stated in the school's section of this catalog.

Graduation with Honors

MCG awards undergraduate degrees with honors to candidates who meet specified standards of academic excellence as measured by the grade point average. In order to be considered for a degree with honors, a student must have completed a minimum of 90 quarter hours in residence, and only work taken in residence* will be considered. The honors grade point average is computed beginning with the quarter of initial enrollment or with initial enrollment in the School of Nursing for students in this school.

The standards are as follows:

Summa cum laude	3.90
Magna cum laude	3.70
Cum laude	3.50

Grade point averages will be rounded to the nearest hundredth to determine eligibility.

This distinction of high academic achievement is placed on the student's diploma and is noted on the permanent record.

*Residence credit is defined as "courses taken for which matriculation/tuition fees are paid to the Medical College of Georgia."

Normal Course Load

The normal course load may vary with the degree program. Students may be required to register for a course load less than the normal course load if this action is determined to be advisable in the light of the student's academic standing or for other reasons. An undergraduate student who in any quarter registers for less than 12 quarter hours and a graduate studies student who registers for less than 10 quarter hours, is considered a part-time student; a student who registers for more hours than these is considered a full-time student. No student of the Schools of Allied Health Sciences, Graduate Studies or Nursing may register without special approval from his/her dean for more than 20 hours (including audit courses) in any given academic quarter.

The School of Medicine does not admit students on a part-time basis. Students may, with appropriate approval, carry lesser academic loads than other students because of academic or scheduling problems. However, these students are considered to be committed to full-time pursuit of the M.D. degree.

The School of Dentistry. All D.M.D. degree-seeking students are considered to be full-time and are expected to devote full-time efforts toward completing requirements for the degree. Most students complete the program in four calendar years and take a uniform quarterly course schedule. Other students may, with special permission, complete the degree program in more than four years and take a variable quarterly course load designed to meet their academic or scheduling circumstances.

The only exception to this rule is for part-time faculty who may be allowed to register as part-time students in order to complete the D.M.D. degree. A limited number of special students, who are not degree-seeking, may also be permitted to enroll part time.

Planning the Academic Program

The academic program of each student should be planned in consultation with the academic adviser, major professor or other person as designated by the dean of the school concerned; however, the student is ultimately responsible for meeting all graduation requirements for the degree sought.

Withdrawal from the College

A student who wishes to withdraw must report to the registrar to obtain and complete procedures outlined in the Withdrawal Form.

A student who is not enrolled for four (4) consecutive quarters will be administratively withdrawn from the college. *See Section of "Refund of Fees."*

Examinations

A student may be required to perform acceptably on any examination before graduation as deemed appropriate by the academic deans, president and/or Board of Regents.

Academic Probation, Dismissal and Suspension

The following policy applies to all undergraduate programs. Policies for graduate-level programs are stated under the appropriate school section of this catalog.

Academic Probation. Any undergraduate student whose grade point average (GPA) for any quarter is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of any quarter shall be considered on academic probation (subject to the provisions of the following dismissal and suspension policies). More stringent departmental probation standards may be applied.

Academic dismissal is the involuntary separation from the college of a student who fails to maintain academic standards. Any undergraduate student shall be dismissed whenever he or she:

1. Receives a failing grade in all academic courses in any quarter in which the student attempts more than one academic course;
2. Fails to achieve and maintain at least a 1.80 cumulative GPA for all resident work after 45 hours and a 2.0 for all resident work at the end of any academic year thereafter;
3. Fails to achieve a quarterly GPA of at least 2.0 in the quarter immediately following his/her placement on probation.

   Any student dismissed for academic reasons and seeking to be readmitted may reapply for the next regular admission date following standard application procedures.

Where circumstances warrant, a student dismissed under the provisions of this policy may be reinstated as a student on probation upon written authorization of the dean and subject to conditions of continuation established by the dean at the time of reinstatement.

Academic suspension differs from academic dismissal in that a time period may be stated after which return to the program may be permitted. A student who has been suspended may be advised of any conditions necessary for reinstatement and may be permitted to re-enroll at the appropriate time after meeting these conditions.

Individual school/department policy may be established which dictates that an undergraduate student who fails to make at least a C in any course which is essential to further study in the curriculum of the program in which he/she is enrolled may be suspended. Where the course is essential to some but not all further study, the department may choose to offer the student a reduced academic load over an increased number of quarters to assist the student in completing the program of study.

Courses considered to be essential to further study should be identified for the student by the school/department at the time the student enters the program.

Good Standing and Satisfactory Progress

A student is considered to be in good standing and making satisfactory progress each quarter he or she is permitted to enroll as a degree-seeking student.

Regents Testing Program Examination

An examination to assess the competency level in reading and writing of all students enrolled in bachelor's degree programs in University System institutions shall be administered. The following statement is the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure the other institutions, and the system as a whole, that students obtaining a bachelor's degree from the institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the test by scoring above the cutoff score specified for each component. The test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the test in any form since the inception of the program

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

In order to effectively achieve the goals of the testing program, the following MCG policy has been adopted:

1. Initially taking the test:
   A. Bachelor degree-seeking students must initially take the exam not later than the quarter after they complete 60 hours of degree credit. Transfer students entering bachelor-degree programs with 60 hours or more of credit shall take the test no later than their second quarter of enrollment at MCG.
   B. Students who fail to take the test by the time specified in this policy must take the test the next quarter they are enrolled or they will be suspended.
2. Required remedial coursework:

A. Students must have passed the Regents' Test before or during the quarter in which they will have earned 75 hours of degree credit, or they must take the appropriate non-degree credit course or courses in remedial reading and/or remedial writing in each quarter of attendance thereafter until they have passed all components of the test.
B. Students must take the Regents' Test each quarter they take required remediation until all components of the test are passed.
C. Students enrolled in Regents' Test remedial courses are required to attend. Failure to attend the course will result in suspension from MCG under these conditions:
   1) if the student receives more than two unexcused absences in the course and
   2) if the student subsequently fails either or both parts of the Regents' Test, then:
      a. the student will be placed on probation and enrolled the next quarter in the appropriate remedial course.
      b. the student will be suspended if he or she receives more than two unexcused absences during this second remedial course, and again fails either or both parts of the test.

3. Students suspended under this policy may appeal or be reinstated in accordance with the same procedures applicable to academically suspended students *see "Academic Probation, Dismissal and Suspension" and "Appeals" sections of the MCG Catalog.*
4. Having passed the Regents' Test shall not be a condition of transfer into a MCG school or department; however, all transferring bachelor's degree-seeking students shall be subject to all provisions of this policy.
5. Students whose mother tongue is other than English may be exempted from taking the Regents' Test. Such students must have a TOEFL score of 500 or more, which certifies the literacy competence of these students.
6. For extraordinary situations, the institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the chancellor for approval. A record of the action shall be reported by the chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program.
7. Students with a documented learning disability and/or severe test anxiety may request a special administration of the Regents' Test. Documentation must include an evaluation by a team associated with the Medical College of Georgia. Additional information may be obtained from the registrar's office. In order for a student to receive special accommodations because of test anxiety, the student must have enrolled in Regent's Test remediation at least two quarters. In addition, there must be substantial evidence that the student has the skills required for passing the test but because of severe anxiety is unable to display the skills during a regular test administration.
8. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded and if the student has successfully completed the courses in English composition required by the Medical College. This review will be conducted in accordance with board-approved procedures. *See the "Procedure for the Review Process" section of the MCG Catalog.*
9. A student who fails both parts of the Regents' Test and who is required to participate in remediation shall be allowed to take the reading and essay portions of the test in separate quarters.

Procedures for the Review Process— Regents' Testing Program

The Board of Regents approved the following procedures relating to a student's formal request for review of his/her failure on the essay component of the Regents' Test.

1. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by three (3) faculty members designated by the institution as a review panel.
2. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regent's Testing program central office. The student will be notified concerning the results of the on-campus review.
3. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the System's Director of the Regents' Testing Program. The director will utilize the services of three (3) experienced regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified, through the institution, concerning the results of the review. The review process will be initiated at the Medical

College of Georgia by the student contacting the Registrar's Office and requesting that his/her essay be reviewed.

Educational Records

Official academic records are maintained by the registrar. Access to these records is governed by the Family Educational Rights and Privacy Act of 1974, as amended. A listing of all students' educational records maintained by the institution is contained in the Student Handbook which is available from the Division of Student Affairs.

Curriculum Changes

The new knowledge continually emerging in the health sciences, changing concepts in the delivery of health care and consideration of certification and licensure requirements may necessitate changes in the curriculum of a given school. However, when such changes are anticipated or made after careful review and evaluation, full consideration will have been given to the impact these changes might have on the student's overall academic program during his or her period of matriculation. Consideration will also be given to the impact of any changes on the faculty and the institution as a whole.

Changes in Catalog Requirements

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of the catalog will ordinarily be applied as stated, the Medical College of Georgia reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Reasonable effort will be made to keep students advised of any such changes. Information on changes will be available in the offices of the president, academic deans, registrar and student affairs. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

Limitation on Institutional Liability

In the event that an administrative hearing officer or a court of record determines that "publications" issued by the institution create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment or other service rendered by the institution to such person. As used herein, the term "publications"

(without limiting the generality of the normal meaning of the term) shall be deemed to include any and all written forms or other documents issued by the institution concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment, dormitory occupancy and any and all other written forms, documents, letters or other materials issued by the college in furtherance of its educational mission.

Requirements for Graduation

All financial obligations to the institution must be met prior to graduation.

Requirements for Graduate, Medical and Dental Degrees

Requirements for graduate, medical and dental degrees are stated in this catalog under the sections for the School of Medicine, School of Dentistry and School of Graduate Studies.

Requirements for Associate and Baccalaureate Degrees

Requirements in addition to those listed below for associate and baccalaureate degrees may be stated in this catalog under the sections for the School of Allied Health Sciences and the School of Nursing.

1. ***Recommendation by Faculty.*** It is implicit in the requirements for all degrees conferred by the college that the faculty of each school recommend each candidate for a degree as having met all requirements for the degree to be conferred.
2. ***Residence Requirements.*** Every candidate for a baccalaureate or associate degree at the Medical College of Georgia must earn a minimum of 45 quarter hours in residence.
3. ***Total Credit Requirements.*** A minimum of 180 quarter hours (excluding physical education) is required for a baccalaureate degree and a minimum of 90 quarter hours (excluding physical education) is required for an associate degree.
4. ***Regents Testing Program Examination Requirement.*** The University System of Georgia requires that each student receiving a bachelor's degree from a state-supported college must have successfully completed this examination *see the section on the Regents Testing Program Examination in this catalog.*
5. ***Examinations on the History and Constitutions of the United States and Georgia.*** Examinations on these subjects are required of all baccalaureate and associate degree students unless exempted by presentation of course credit dealing with these constitutions and histories. The examination will be given once each quarter on the dates listed in the latest academic calendar for the appropriate school. Students are advised to meet this requirement early in their academic career.
6. ***Scholarship.*** An undergraduate degree shall not be conferred on any person whose overall grade point average (for courses in residence) is less than 2.0. Credit hours in courses with the grade of D shall not exceed 20 percent of the total hours (including transfer hours) used as credits for a degree. Individual curricula may establish higher standards for achievement, in which case, the higher standards shall apply.

Application for Graduation

Application for graduation must be made by each candidate on a form obtainable from the following offices:

Allied Health Sciences—Departments
Dentistry—Associate Dean for Academic Affairs
Graduate Studies—Dean
Medicine—Curriculum
Nursing—Advisement and Records

The application form should be completed at least 1 1/2 quarters prior to time of graduation. The candidate for a degree from the college must attend the commencement exercise at which the degree is to be conferred, unless he/she is officially excused in writing by the appropriate academic dean.

Only those students who have completed requirements for the degree by the date of graduation will be allowed to participate in commencement exercises and to have their names listed in the program. Exceptions to this policy may be made for:

1. Students who are expected to complete requirements within a few weeks following commencement either at an affiliated college or at the Medical College. In the case of those at the Medical College, this is permitted only upon the recommendation of the dean and the president and the actual date of completion of requirements must appear on the diploma. These exceptions apply only to students scheduled for completion of requirements prior to the end of summer quarter. The student will receive a mock diploma in the ceremony.
2. Students enrolled in an academic program with a restrictive curriculum which provides completion of requirements only after the normal graduation time but before October 1. All academic major areas under these guidelines must be approved for special graduation participation by the academic dean and the president. Only an academic major area can be approved, not an individual. The allowance will be restricted to undergraduate majors. The student will receive a mock diploma in the ceremony. The student's name in the program will be footnoted explaining the special circumstances of his/her participation.

Food Services

The college provides a cafeteria in the Student Center and in the MCG Hospital. Hours of operation are published in the Student Handbook, which can be obtained from the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30912.

Housing

The Medical College of Georgia has limited residence hall and apartment accommodations on the campus for single undergraduates, single graduates, professional students and married students. All accommodations are air conditioned. In most residence halls, rent includes all utilities.

The housing contracts for Residences III, IV and the Alumni Center stipulate students pay rent for a specified contract period. Payments are made in quarterly installments, such that there are three installments made for the academic year and one installment for summer quarter. Separate housing contracts for the academic year and summer quarter are offered. Quarterly installment payments are shown below.

An activity fee of $2.00 per quarter is assessed for all residence halls.

Residence III and the Alumni Center
Single Room: $584 per quarter
Double Room: $365 per quarter
Suite Single: $848 per quarter
Suite Double: $530 per quarter

Residence IV
Single Room: $584 per quarter
Double Room: $365 per quarter

Residence V
One Bedroom: $1.005 per quarter
Two Bedroom: $1,110 per quarter
Utilities are included in the rental rate.

Residence VI
One Bedroom: $772 per quarter
Two Bedroom: $850 per quarter
Utilities are not included in the rental rate.

Application Procedures and Information
Students accepted for admission to MCG and interested in applying for housing should contact the Housing Office, Medical College of Georgia, DA-205, Augusta, Georgia 30912–7304.

Off-Campus Housing

Students interested in viewing off-campus housing listings in the Augusta area may contact the Housing Office, Medical College of Georgia, DA-205, Augusta Georgia 30912–7304.

Fees

Costs of materials, books, deposits, uniforms, instruments and/or personal expenses are estimated in each school's section of the catalog.

The following general fees must be ***received*** by the cashier's office on or before registration day in order to avoid paying a $25 late registration fee. Payments can be personally delivered to the cashier's office, room 224 of the Administration Building, or mailed to Medical College of Georgia, Cashier's Office, Augusta, Georgia 30912.

The late registration policy is published in the Academic Regulations Section of this catalog.

Part-Time Students
(Graduate and undergraduate students taking less than 12 credit hours)
Matriculation Fee—$52 per credit hour
Non-Resident Fee—$103 per credit hour
(In addition to the matriculation fee.)
Student Health—$55 per quarter
Student Activity—$25 per quarter
Student Health and Student Activity fees are optional

General Fees Due Each Quarter
Full-time Students

	Matriculation	*Non-Resident*	*Student Health*	*Student Activity*	*Total*
Medical and Dental					
Residents	$1,465	—	55	25	$1,545
Non-Residents	$1,465	2,930	55	25	$4,475
Graduate Program					
Residents	$ 615	—	55	25	$ 695
Non-Residents	$ 615	1,230	55	25	$1,925
Undergraduate Programs					
Residents	$ 615	—	55	25	$ 695
Non-Residents	$ 615	1,230	55	25	$1,925

if taking five credit hours or less.

Medical and Dental Students Taking Variable Course Loads

Medical students enrolled in a special curriculum or for clinical rotations and dental students enrolled for a quarterly schedule that varies from the prescribed four-year curricular schedule, shall pay fees at the time of registration each quarter in accordance with a fee schedule available in the registrar's office and cashier's office.

Audit Fees

Fees for auditing a course are the same as the fees for regular enrollment. *See the Academic Regulations section for policy regulating course audits.*

Acceptance Deposits

All schools of the Medical College of Georgia require a $50 acceptance deposit which will be credited toward first quarter matriculation fees. Those accepted applicants who fail to notify the appropriate admissions office of their withdrawal in writing not later than the last day of regular registration of their entering class shall forfeit their acceptance deposit.

Refund of Fees

Unless otherwise mandated by federal or state regulation, students who officially withdraw from college will receive a refund of matriculation fee at the end of the quarter in which the withdrawal is made. Students who officially withdraw from college with a clean record within the time specified after the scheduled registration date may receive refunds of matriculation fees as listed:

Time of Withdrawal	*Percent Refunded*
Not more than one week	80
Not more than two weeks	60
Not more than three weeks	40
Not more than four weeks	20
More than four weeks	0

Student health and student activity fees will not be refunded when withdrawing. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

Changes in Fees and Other Charges

All matriculation charges, board, room rent or other charges listed in this catalog are subject to change at the end of any quarter.

Regents' Policies Governing the Classification of Students for Tuition Purposes

The following policies have been adopted by the Board of Regents for the purpose of determining the tuition status of students:

1. (a) If a person is 18 years of age or older, he or she may register as an in-state student only upon a showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
   (b) No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as an in-state student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of 12 consecutive months on the payment of in-state tuition. After the expiration of the 12-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for the in-state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for:
   (a) non-resident students who are financially dependent upon a parent or spouse who has been a legal resident of Georgia for at least 12 consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least 12 consecutive months immediately preceding the date of registration;

(b) international students who are on a student visa, and:
1) are sponsored by a recognized non-profit U.S. organization and at least 50 percent of the student's cost of attending MCG is paid by the organization. (Cost of attending includes all expenses as determined by the Office of Student Financial Aid for a typical student budget); or
2) are recommended by their school dean and approved by the president, based upon the president's judgment that the international students' circumstances and/or the best interest of the Medical College warrant a non-resident fee waiver. Each case is considered on its merit. Financial need and other hardship factors will be considered.

The number of international student waivers cannot exceed the quota approved by the Board of Regents, which is 1 percent of the fall quarter enrollments for the academic year concerned.

(c) full-time employees of the University System, their spouses and their dependent children;
(d) non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service at the Medical College;
(e) full-time teachers in the public schools of Georgia and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver;
(f) career consular officers and their dependents who are citizens of the foreign nation which their consular office represents and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;
(g) military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to system institutions for educational purposes;
(h) enrolled Medical College of Georgia students who are legal residents of out-of-state counties bordering on Georgia counties where a Medical College of Georgia campus is located.

In addition to the above, students in certain degree programs may qualify for a non-resident fee waiver under the academic common market. Information on these waivers is available through the admissions office of application or the registrar.

A student is responsible for registering under the proper residency classification. A student classified as a non-resident who believes that he/she is entitled to be reclassified as a legal resident and those who believe they qualify for a fee waiver, may petition the registrar for a change in status. The petition must be filed no later than 60 days after the quarter in order for the student to be considered for reclassification or the waiver for that quarter. If the petition is granted, reclassification will not, and a non-resident fee waiver may not, be retroactive to prior quarters. The necessary forms for

this purpose are available in the Registrar's Office.

Questions concerning residency for fee-payment and/or admission purposes should be directed to the appropriate office below:

Enrolled students—Registrar's Office, 171 Kelly Building- Administration

Applicants for admission—mail inquiries to the office indicated, Medical College of Georgia, Augusta, Georgia 30912:

Medicine or Dentistry—Office of Student Affairs

Undergraduate Nursing or Allied Health Sciences—Office of Undergraduate Admissions

Graduate Studies—Dean, School of Graduate Studies

Financial Assistance for Students

The Office of Student Financial Aid administers financial aid programs and provides assistance in financial planning for attendance at the Medical College of Georgia. Students who are concerned about financing their education should contact the Office of Student Financial Aid, 174 Administration Building, Medical College of Georgia, Augusta, Georgia 30912–7320.

Student Health Service

The Student Health Service is designed to provide primary care for students' medical, dental and psychological needs while attending the Medical College of Georgia. Appointments are required with acute care being provided on a walk-in basis. Students who have paid the student health fee are eligible for these services. Dependents of eligible students, over the age of 6, may receive medical and psychological services at the Student Health Center on a fee for service basis.

Emergency services are provided by the Medical College of Georgia Hospital Emergency Service. Charges are the student's responsibility, only those services provided at the Student Health Center are covered by the student health fee. We strongly recommend supplemental health care coverage be obtained to cover those expenses not provided at the Student Health Center.

Medical services include: diagnosis and treatment of acute and chronic illnesses, gynecological and contraceptive services, office laboratory studies. Dental services include: prophylaxis, radiographs, exams and minor restorations. Psychological services include: stress management, individual/couples/family therapy, assertiveness training and crises intervention.

Medical records are kept confidential and will be released to no one without the student's written consent except in a life-threatening situation.

Utilization of the Student Health Service as your primary care provider will help in keeping your total health care cost to a minimum.

Student Health Insurance

All students are strongly urged to have health insurance.

The MCG student government association sponsors a student health insurance plan for enrolled students. Information on student life insurance and student health insurance is made available to all applicants accepted for admission and to enrolled students upon request. The plan is strictly an agreement between each individual student and the insurance company.

Immunization Policy

This policy was established to protect MCG students from certain contagious diseases and to ensure compliance with Board of Regents policy. The following immunization requirements of the Medical College of Georgia are subject to periodic review and modification. With the concurrence of the president and chancellor of the University System of Georgia, individual schools may require additional immunizations.

All entering MCG students must provide the MCG Student Health Service (or other designated office) with sufficient evidence that they are currently fully immunized against mumps, rubella (German measles), rubeola (red measles), diphtheria, polio and tetanus, and have had a tuberculin test (PPD) within one year prior to first enrollment at MCG. Failure to do so shall be grounds for not allowing the entering student to register as an MCG student.

The director of student health may grant exceptions for individual students in cases where, in the director's judgment, sufficient grounds based upon medical or religious reasons exist to exempt the student.

In cases where compliance with this policy prior to first enrollment is not feasible for the enrolling student, such as a late accepted student, the director of student health may grant up to a one-month extension of time for the student to comply. Students granted a time extension shall be allowed to register provisionally and shall be disenrolled if in non-compliance after the time extension expires.

Student Responsibilities and Services

Services available to students, as well as the students' responsibilities, are outlined in the *Student Handbook* which is published by the Division of Student Affairs. Students are responsible for knowing its content. Copies are available from the Division of Student Affairs.

Student Discipline, Grievances and Appeals

Students are expected to act in a manner which will be a credit to themselves and to the institution. Additional information regarding student responsibili-

ties and the judicial system is contained in the *Student Handbook* under "Disciplinary Principles and Procedures." Also, those individual schools which have honor codes provide copies at the respective dean's office.

Grievances

For a student who reasonably believes he/she has been discriminated against on the basis of race, sex, handicap or religion or who has been subjected to sexual harassment, the *Student Handbook* (Appendix C) outlines grievance procedures he/she must followed in seeking redress.

Appeals

Students subjected to disciplinary action by the institution shall have the appeal rights published in the *Student Handbook* or in the school honor codes distributed to each enrolled student.

Students dismissed or suspended for academic reasons, and applicants for admission who feel their applications have not been given due consideration, should first appeal to the department and/or school concerned and follow their established appeal procedures.

After the above channels have been followed, any applicant who feels his/her application was not given due consideration, and any expelled, dismissed or suspended students, shall have the right to appeal in accordance with the following procedures as specified by the Board of Regents:

1. The person aggrieved shall appeal in writing to the president within five days after the action of which he complains. The president shall within five days appoint a committee composed of three members of the faculty of the institution or he shall utilize the services of an appropriate existing committee. This committee shall review all facts and circumstances connected with the case and shall within five days make its findings and report thereon to the president. After consideration of the committee's report, the president shall within five days make a decision which shall be final so far as the institution is concerned.

2. Should the aggrieved person be dissatisfied with said decision, application may be made to the Board of Regents, without prejudice, for a review of the decision. The application for review shall be submitted in writing to the executive secretary of the board within period of 20 days, following the decision of the president. This application for review shall state the decision complained of and the redress desired. A review by the board is not a matter of right, but is within the sound discretion of the board. If the application for review is granted, the board, or a committee of the board or a hearing officer appointed by the board shall investigate the matter thoroughly and report their findings and recommendations to the board. The board shall render its decision thereon within 60 days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the board shall be final and binding for all purposes.

Required Withdrawal from the College

A student may be administratively withdrawn from the Medical College of Georgia when in the judgment of the dean of the school it is determined that the student exhibits behavior which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others, or (b) causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel, or (c) causes the student to be unable to meet institutional academic, disciplinary or other requirements for admission and continued enrollment, as defined in the student conduct code, *MCG Calalog, Student Handbook* and other publications of the university, or (d) casts doubt upon a student's character and/or on the potential capabilities as a health science or basic science professional. Prior to making a decision, the dean may consult with the student's parents and personal physician, if any, and other health professionals as appropriate.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to final decision concerning his or her continued enrollment at the university. The applicable procedures will be determined by the nature of the activity or conduct involved. Disciplinary issues will be addressed in accordance with the requirements of the student conduct code and academic issues will be reviewed as required by applicable procedures for academic matters.

Drug Abuse Policy Statement

The following statement of policy is designed to emphasize, in fairness to all members of the college community, possible repercussions of the illicit use of drugs or alcohol. In addition to the policies of MCG and the Board of Regents concerning abuse of drugs and alcohol, there are numerous and serious sanctions imposed under state and federal laws regarding the unlawful possession, distribution or use of illicit drugs and alcohol.

The use of illegal drugs such as marijuana, cocaine and LSD carries with it serious penalties. Under Georgia law, mere possession of an illegal drug may constitute a felony and could result in serious monetary fines, as well as imprisonment for 20 years or more. Similarly, the unauthorized use of legal prescription drugs may constitute a felony and also carries serious penalties.

Recent laws enacted in Georgia add serious sanctions for any persons convicted of a drug-related crime (i.e., possession, use or distribution). These sanctions include immediate dismissal from any public college or university (including MCG), loss of or ineligibility for any professional license (e.g., medicine, nursing or dentistry) and ineligibility for employment by any state agency.

While not an illegal drug *per se,* alcohol may also be abused and may result in criminal penalties. Persons convicted of operating a motor vehicle while under the influence of alcohol may lose their drivers' license, receive substantial fines or even go to prison.

It is the policy of the Medical College of Georgia that: "Students committing criminal acts on or off campus will be treated as citizens of the community." Clearly, MCG cannot protect members of its community—and this would include faculty and staff, not just students—who commit criminal offenses. This applies to drug-related crimes as well.

It should not be inferred from the statements above that MCG is indifferent about what happens to members of its community; rather we have a deep concern for those who find themselves in violation of the law and it is for this reason that we have included this statement.

Patents and Copyrights

The Medical College of Georgia has enacted patent and copyright policies which apply to all MCG students, as well as to faculty and staff. The policies control the ownership and disposition of all patentable and copyrightable works produced with the use of any MCG resources. Copies of these policies are available from the Office of Legal Advisor, ext. 4018. Any student who believes he or she has developed a potentially patentable or copyrightable work should contact either the Office of Legal Advisor, ext. 4018, or the Office of Grants and Contracts, ext. 2592.

Medical College of Georgia Policy on the Conduct of Research

It is the policy of the Medical College of Georgia to maintain the highest ethical standards and integrity in the conduct of research and in the publication of research results carried out by its faculty, students and staff.

In the event of an alleged instance of research misconduct, there will be a prompt and thorough investigation utilizing existing MCG procedures including appropriate due process *MCG Faculty Manual*—"Resignation & Removal;" "Faculty Grievances". Research misconduct is defined as the participation, either individually or jointly, in:

1. a serious deviation, such a fabrication, falsification or plagiarism, from accepted practices in carrying out research or in reporting publication of the results of research; or
2. material failure to comply with federal, state or institutional policies affecting specific aspects of the conduct of research—e.g., the protection of human subjects and the welfare of laboratory animals.

Sanctions invoked against individuals found guilty of research misconduct may range from an informal reprimand to dismissal, depending on the severity of the offense. If such misconduct involves the integrity of publications, the appropriate editorial body will be notified. If extramural agencies are involved in the research, they will be notified as appropriate.

Smoke-free Environment Policy

The Medical College of Georgia, as the Health Sciences University for the State of Georgia, is committed to the promotion of a healthy environment for all Georgia citizens including students, employees and patients of the Medical College of Georgia. Since January 1, 1990, the Medical College of Georgia has been a "smoke-free" institution. The use of tobacco products by any person while in an MCG building or vehicle is prohibited. Provided that certain requirements are met, exceptions to the policy may be granted for private rooms in residence halls, long-term patients of the Georgia War Veterans Nursing home and for patients whose physician prescribes "smoking privileges" which are properly documented in the patient's chart.

Participation of Students in Educational Experiences

The Medical College of Georgia is committed to presenting an exemplary educational experience of high quality for all its students. In meeting this goal, the components of each course of instruction and of each educational program is carefully selected for its content and suitability. It is incumbent on students who anticipate problems in carrying out any part of their curriculum because of moral, religious or other reasons to consult with the appropriate program or course director prior to enrolling. Each problem will be carefully considered in an attempt to resolve the difficulty in a manner consistent with MCG's educational standards. However, the institution is not obligated to provide alternative educational experiences or to waive required parts of its courses or programs.

Use of Animals for Educational Purposes

The Medical College of Georgia uses experimental animals for educational purposes only when the edu-

cational value of the exercise requires their inclusion and when alternative procedures are not suitable to meet the teaching objective. All federal, state and local laws regarding the humane use of animals are carefully followed.

Acquired Immune Deficiency Syndrome (AIDS) Policy for Students

This general policy recognizes the diversity of the academic and clinical requirements of the various schools and departments. Specific information regarding particular programs can be secured from the appropriate department and/or dean. In general, however, all students should be aware of the following:

The curricula will incorporate the basic principles of infection control and prevention. It is the responsibility of each student to be knowledgeable of such principles and strictly adhere to the universal precautions presented.

Any student with patient care responsibilities who knows or has reason to believe that he/she has human immunodeficiency virus (HIV) infection is required to immediately report this information to the Medical College of Georgia hospital epidemiologist in accordance with hospital policy and to his/her respective dean. Failure on the part of the student to report a known HIV infection may result in disciplinary action, up to and including dismissal.

Suspected HIV exposure by students of the Medical College of Georgia, or by students who are sponsored through a program of the Medical College of Georgia, during the course of their assigned duties should be reported immediately by the student to their clinical supervisor in accordance with the policies of the hospitals in which they have assigned duties. Students participating in clinical activities at the Medical College of Georgia Hospital and Clinics are subject to its policies on HIV infection (MCG Hospital and Clinics "Policy and Procedure" A.3.0 through A.3.4).

The Medical College of Georgia will carefully conform to state and federal laws regarding discrimination toward students with HIV infection. All information pertaining to the condition and/or clinical assignment of a student with known or potential HIV infection or AIDS will be considered confidential information.

Additional information and counseling about AIDS and related issues can be obtained from the Student Health Center of Hospital Epidemiology.

School of Allied Health Sciences

Dean—Dr. Biagio J. Vericella
Associate Dean for Academic Affairs
—Dr. Nancy D. Prendergast
Assistant Dean for Clinical Affairs
—Patricia K. Findling-Sodomka
Assistant Dean for Business Affairs
—Constance A. Singleton

Academic Calendar

School of Allied Health Sciences

Note: Due to their unique calendars, items pertaining only to the dental hygiene program or physical therapy seniors are italicized.

Fall Quarter	***1993***	***1994***
Early Start Programs:		
Physical therapy seniors registration	*August 6*	*TBA*
Physical therapy seniors classes begin	*August 9*	*TBA*
New physician assistant and respiratory therapy students register	August 16	August 22
New physical therapy assistant students register	August 16	August 22
MCG classes begin for early start students	August 16	August 22
Last day for late registration/schedule changes for all early start students*	August 19	August 25
Dental hygiene registration/orientation	*August 25–31*	*August 24–30*
Dental hygiene classes begin	*September 1*	*August 31*
Labor Day holiday	September 6	September 5
New radiologic technology students register**	September 8	September 7
New student general orientation	September 9	September 15
All other new allied health students register***	September 9	September 15
All returning students register	September 13	September 19
Exemption examinations given at MCG for U.S. and Georgia history and constitution	September 13	September 19
Physical therapy seniors midterm: last day to drop a course without penalty	*September 13*	*TBA*
Augusta College classes begin	September 20	TBA
MCG classes begin	September 14	September 20
Last day for late registration/schedule changes*	September 17	September 23
Dental hygiene pre-registration for winter quarter and midterm	*October 8*	*October 14*
Midterm: last day to withdraw from a course without penalty	October 18	October 21
Last day to apply for March graduation	October 18	October 21
Regents' Test	October 25	TBA
Pre-registration for winter quarter	October 18–28	October 17–27
Physical therapy seniors quarter ends	*November 4*	*TBA*
Dental hygiene last day of classes	*November 17*	*November 16*
Dental hygiene examinations	*November 18–23*	*November 17–22*
Last day of classes	November 23	December 1
Thanksgiving recess	November 24–26	November 23–25
Examinations	November 29–30, December 1–2	December 2, 5–7
Term ends	December 2	December 7
Extended lab week ends (physician assistant program)	December 9	December 14
Extended clinical practice ends (nuclear medicine and diagnostic medical sonography)	December 17	December 16

Winter Quarter	1993–1994	1994–1995
Physical therapy seniors registration	*November 5*	*TBA*
Physical therapy seniors classes begin	*November 8*	*TBA*
Dental hygiene registration	*November 23 & 29*	*November 22 & 28*
Dental hygiene classes begin	*November 29*	*November 28*
Physical therapy midterm: last day to drop a course without penalty	*December 10*	*TBA*
Dental hygiene and physical therapy senior's Christmas holidays	*December 18–January 3*	*December 17–January 2*
Registration	January 4	January 3
Exemption examinations given at MCG for U.S. and Georgia history and constitution	January 4	January 3
Augusta College classes begin the evening of:	January 3	TBA
MCG classes begin	January 5	January 4
Last day for late registration and schedule changes*	January 7	January 9
Last day to apply for June graduation****	January 7	January 10
Martin Luther King, Jr. holiday	January 17	January 16
Dental hygiene pre-registration for spring quarter and midterm	*January 28*	*January 27*
Regents' Test	February 14	TBA
Midterm: last day to withdraw from a course without penalty	February 4	February 6
Pre-registration for spring quarter	February 7–17	February 6–16
Physical therapy seniors quarter ends	*February 24*	*TBA*
Dental hygiene last day of classes	*February 28*	*March 1*
Dental hygiene examinations	*March 1–4*	*March 2–3, 6–7*
Last day of classes	March 11	March 10
Examinations	March 14–16	March 13–16
Term ends	March 16	March 16

Spring Quarter	1994	1995
Physical therapy seniors registration	*February 25*	*TBA*
Physical therapy seniors classes begin	*February 28*	*TBA*
Dental hygiene registration	*March 1 & 8*	*March 6 & 13*
Dental hygiene classes begin	*March 8*	*March 13*
Registration	March 17	March 20
Exemption examinations given at MCG for U.S. and Georgia history and constitution	March 17	March 20
MCG classes begin	March 17*****	March 21
Augusta College classes begin	March 22	TBA
Last day for late registration and schedule changes*	March 23	March 27
Physical therapy midterm: last day to drop a course without penalty	*April 1*	*TBA*
Spring vacation (for applicable programs)	April 4–10	April 3–9
Dental hygiene midterm: last day to withdraw from a course without penalty	*April 20*	*April 26*
Midterm: last day to withdraw from a course without penalty	April 25	April 28
Last day to apply for August graduation	April 25	April 28
Regents' Test	May 2	TBA
Pre-registration for summer and fall quarters *(includes dental hygiene)*	April 25–May 5	April 24–May 4
Dental hygiene last day of classes	*May 27*	*June 2*
Last day of classes	May 27	June 1
Dental hygiene examinations	*May 30–June 1*	*June 2, 5–7*
Examinations	May 30–31, June 1	June 2, 5–7
Dental hygiene term ends	*June 1*	*June 7*
Physical therapy seniors quarter ends	*June 3*	*TBA*
Term ends	June 1	June 7
Graduation	June 4	June 10

Summer Quarter	*1994*	*1995*
Registration	June 14	June 12
Exemption examinations given at MCG for U.S. and Georgia history and constitution	June 14	June 12
MCG classes begin	June 15	June 13
Augusta College classes begin	June 14	TBA
Last day for late registration and schedule changes*	June 20	June 16
Independence Day holiday	July 4	July 4
Pre-registration for fall quarter	July 5–14	July 3–13
Regents' Test	July 18	TBA
Midterm: last day to withdraw from a course without penalty	July 18	July 17
Last day to apply for December graduation	July 18	July 17
Last day of classes	August 19	August 18
Examinations	August 22–25	August 21–24
Term ends	August 25	August 24

*A late fee is assessed beginning the day after the student's scheduled registration day.
**New radiologic students taking only Augusta College courses will register with all other new AHS students.
***Specific times will be sent to all new students.
****To insure diploma is received in time for graduation.
*****Health information management and technology classes will begin March 24, 1994.

School of Allied Health Sciences

The School of Allied Health Sciences at the Medical College of Georgia was established as an administrative entity in 1968. Prior to this date, a master of science program in medical illustration and bachelor of science programs in health information management, medical technology, and radiography had been active; in 1967, the dental hygiene program was initiated. Since then, programs in physical therapy, occupational therapy, physician assistant, nuclear medicine technology, respiratory therapy, diagnostic medical sonography and radiation therapy technology have been added. In addition, the associate of science degree is awarded in dental hygiene, dental laboratory technology, health information technology, histologic technology, neurodiagnostic technology, nuclear medicine technology, occupational therapy assistant, physical therapy assistant, radiation therapy technology, radiography and respiratory therapy. Professional certificate programs are offered in diagnostic medical sonography, nuclear medicine technology, radiation therapy technology, medical technology and flow cytometry. The master of health education (M.H.E.) degree program is available in dental hygiene, health information management, medical technology, occupational therapy and physical therapy. In 1992, 322 degrees were awarded in all areas and at all levels in allied health.

Information pertaining to application, admission, fees and expenses, loans and scholarships can be found in each department's section of this book or in the General Information section of the catalog.

Orientation

Consistent with the purposes of the Medical College of Georgia, the purposes and goals of the School of Allied Health Sciences are based on the belief that an atmosphere of academic scholarship and investigation results in:

1. Faculty who can be facilitators, mentors, fellow learners and role models for students;
2. An educational process which is responsive to variability in student aptitude, interest and motivation;
3. Students who can develop the ability to make decisions and become more independent in seeking higher levels of excellence in their personal and professional lives; and
4. Dissemination of advanced knowledge and discovered information through publications and other avenues of communication.

Purpose and Goals

—Preparation of qualified allied health practitioners;
—development and implementation of competency-based educational curricula that will meet the needs of students;
—provision of continuing education programs for allied health practitioners;
—promotion of cooperation among the departments and schools of the Medical College of Georgia to provide interdisciplinary educational programs;
—collaboration with people of Georgia in surveying health-care needs and fulfilling these through allied health education programs and research;
—creation of public awareness for allied health practitioners and their roles in the delivery of health care; and
—generation and application of new knowledge for the betterment of health services.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Undergraduate Admissions.

Early application is recommended. No application fee is required.

Admission Criteria

Departments in the School of Allied Health Sciences use basically the same criteria for admission. Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with overall grade point average. The importance of previous health care experience varies from program to program. Each department has its own philosophy as to the weight to be assigned to each criterion. But generally, the selection criteria are as follows:

a. Cumulative grade point average
b. Grade point average in sciences and math
c. Scholastic Aptitude Test (SAT)—verbal and math scores or American College Testing (ACT) scores
d. References
e. Personal interview
f. Knowledge of the field
g. Completion of prerequisite general education coursework

Preference will be given the applicant who has demonstrated superior academic ability. The applicant must present evidence of graduation from an accredited high school or its equivalent. Preference will be given the applicant who has emphasized high school

subjects in the sciences (mathematics, chemistry, physics, biology) and the liberal arts. Students entering bachelor degree programs who graduated from a Georgia high school in 1988 or later should have completed the college preparatory curriculum as set forth by the University System of Georgia. Freshmen entering associate degree programs should have completed the following minimum high school credits from an accredited high school:

	Units
English	4
Mathematics (must include one unit of algebra)	2
Science (general biology, chemistry, physics)	2
Social studies (one unit of American history)	4
Other academic units	2
Unrestrictive electives	2

High school-level test of General Education Development will be accepted.

Non-academic Exclusion

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if, in the opinion of the faculty, the student's knowledge, character, or mental or physical fitness cast grave doubts upon his potential capabilities as a practitioner in the field of training.

Associated Dental Sciences

General

In cooperation with the School of Dentistry, this department offers programs leading to the associate of science and bachelor of science degrees in dental hygiene. General education courses required in the curriculum are offered at Augusta College. A pilot external associate degree program in dental hygiene is offered in Rome, Ga., with the cooperation of Floyd College.

A baccalaureate program for practicing dental hygienists who are graduates of an accredited dental hygiene program is offered with emphasis on education and advanced clinical skills. Prospective candidates should write the department chairman for further information.

Objectives

The associate and baccalaureate degree programs in dental hygiene have been designed to prepare graduates for clinical practice under the supervision of a licensed dentist.

The graduate will have developed knowledge and skills in the prevention of dental disease which is the primary duty of the dental hygienist. Other skills developed during training include taking and recording medical and dental histories, performing an oral inspection, exposing and processing dental radiographs, removing deposits and stains from teeth, polishing teeth, applying preventive agents, preparing diagnostic casts and other duties that may be assigned by the dentist which are legal in the state of Georgia.

Graduates are eligible to take the National Board Dental Hygiene Examination and State Board Examinations for Dental Hygiene.

Additional clinical experiences are afforded baccalaureate degree students in a variety of clinical settings during the second year of the program.

Accreditation

The program in dental hygiene is accredited by the Commission on Dental Accreditation of the American Dental Association.

Admission Requirements

Associate of Science Degree Dental Hygiene Program

1. Applicants must have graduated from an accredited high school or its equivalent.
2. The cumulative grade point average should be 75 or greater.
3. Applicants must have completed one academic year of high school biology or one course in college biology with lab.
4. A strong math/science academic background, including the study of chemistry is recommended.
5. All associate of science degree programs will accept scores on the Collegiate Placement Examination (CPE) in lieu of SAT or ACT scores.
6. *Please note:* 25 quarter credit hours in general education are contained within the associate of science in dental hygiene curriculum, Augusta campus. They must include: English 101, speech, sociology and college mathematics. Any or all of these courses may be taken at an approved accredited institution prior to admission into the program.
7. A campus visit is advised prior to admission.
8. Three letters of reference are required.
9. Preference is given to Georgia residents.

Bachelor of Science Degree Dental Hygiene Program

1. Two years of study at an accredited college of the student's choice precede admission to the baccalaureate program. A balanced program of studies in the liberal arts and sciences is preferred. The curriculum for the freshman and sophomore years must show a

minimum of 90 quarter hours or 60 semester hours of acceptable work.
All students must complete the core curriculum below prior to entering MCG.

Humanities	*Quarter Hours*
English (composition)	5
English (literature)	5
Speech	5
Electives (selected from English, foreign language, advanced speech, humanities, the arts)	5
Total	*20*

Math and Natural Sciences	*Quarter Hours*
Math	5
General chemistry with lab	5
Biology with lab	5
Additional chemistry or biology with lab	5
Total	*20*

Social Sciences	*Quarter Hours*
Sociology	5
Political science*	5
History (preferably U.S. history)*	5
Electives (selected from psychology, sociology, philosophy, communication theory, social psychology, educational psychology)	5
Total	*20*

*These courses must satisfy the Georgia legislative requirements. (See Requirements for Graduation in the General Information section of this catalog.) Exemption examinations may be taken by both in- and out-of-state students to satisfy the legislative requirements; however, no academic credit is given.

Courses Supportive to Major	*Quarter Hours*
Electives (recommended courses supportive to the dental hygiene major would include additional chemistry, biological sciences, nutrition, behavioral sciences, computer science, foundations of education and educational psychology.)	30
Total	*30*
Total Quarter Hours	***90***

2. The cumulative grade point average of all transfer credit must be a minimum of 2.0 (on a 4.0 system).
3. SAT-CEEB or ACT scores.
4. A campus visit is advised prior to admission.
5. Three letters of reference are required.
6. Preference is given to Georgia residents.

Pilot Program in Rome, Georgia

A pilot external associate degree program in dental hygiene is offered in Rome, Ga, in cooperation with Floyd College. Information and applications for this program are available through the Undergraduate Admissions Office at the Augusta campus.

Application Procedures

The Admissions Committee selects the applicants who seem best qualified for dental hygiene from among those who apply. Application forms are available from the Office of Undergraduate Admissions. Early application is recommended. All applications received by August 1 of the year of matriculation will be considered.

Estimated Fees and Expenses

Matriculation and other fees common to all programs are stated in the General Information section of the catalog. Estimated additional expenses specific to dental hygiene are shown below. These figures are based upon the normal exper-ience of our students. In some cases, costs may be higher.

	First Year	*Second Year*
Books and supplies	$ 528	$ 177
Instruments/equipment	756	213
Uniforms	299	99
Liability insurance	15	15
Other (travel, graduation, etc.)	90	60
Total	*$1,688*	*$ 564*

Financial Aid

Refer to the General Information section of this catalog.

Curriculum

Dental Hygiene—Associate Degree Program Augusta Campus**

First Year

Fall Quarter		*Credit Hours*
PHYD 132	Anatomy and Physiology	6
BIO 131	Biochemistry for Dental Hygiene I	3
DH 100	Pre-Clinical Dental Hygiene	6
DH 110	Introduction to Patient Care	2
DH 120	Dental Anatomy and Morphology	2
	Total	*19*

Winter Quarter		*Credit Hours*
BIO 132	Biochemistry for Dental Hygiene II	3
DAU 124	Dental Auxiliary Utilization	1
DH 101	Clinical Dental Hygiene I	5
DH 111	Clinical Dental Hygiene Lecture I	3
DH 145	Interpersonal Communication and Behavior Modification	2
MIB 130	Microbiology	2
RADD 128	Dental Radiology	2
	Total	*18*

Spring Quarter		*Credit Hours*
DH 125	Dental Materials	2
DH 102	Clinical Dental Hygiene II	5
DH 112	Clinical Dental Hygiene Lecture II	2
PATH 130	Pathology	4
PER 160	Periodontics	1
RADD 130	Laboratory Radiology	1
OMD 131	Nutrition	2
	Total	*17*

Summer Quarter		*Credit Hours*
ENG 101*	English Composition I	5
MAT 107*	College Algebra	5
SPC 101*	Fundamentals of Speech	5
	Total	*15*
	First-Year Total	***69***

Second Year

Fall Quarter		*Credit Hours*
DH 200	Clinical Dental Hygiene III	7
DH 211	Clinical Dental Hygiene Lecture III	2
DH 224	Intramural Clinic I	1
DH 241	Introduction to Public Health	4
PHM 230	Pharmacology	4
RADD 228	Radiology Technique	1
	Total	*19*

Winter Quarter		*Credit Hours*
DH 201	Clinical Dental Hygiene IV	7
DH 212	Clinical Dental Hygiene Lecture IV	2
DH 225	Intramural Clinic II	1
DH 242	Public Health Field Experience	2
OMD 220	Oral Medicine	2
PER 261	Periodontics Seminar	2
RADD 229	Radiology Technique	1
	Total	*17*

Spring Quarter		*Credit Hours*
DH 202	Clinical Dental V	4–6
DH 213	Clinical Dental Hygiene Lecture V	2
DH 214	Dental Hygiene Seminar	1
SOC 101*	Sociology	5
RADD 230	Radiology Technique	1
DH 270	Externship	4
	Total	*15–17*
	Second-Year Total	***51–53***
	Seven-Quarter Total	***120–122***

*Courses taken through Augusta College.

**Curriculum and course descriptions for the Rome external campus program available upon request.

Dental Hygiene—Baccalaureate Degree Program

Junior Year

Fall Quarter		*Credit Hours*
PHYD 332	Anatomy and Physiology	6
BIO 331	Biochemistry for Dental Hygiene I	3
DH 300	Pre-Clinical Dental Hygiene	6
DH 310	Introduction to Patient Care	2
DH 320	Dental Anatomy and Morphology	2
	Total	*19*

Winter Quarter		*Credit Hours*
BIO 332	Biochemistry for Dental Hygiene II	3
DAU 324	Dental Auxiliary Utilization	1
DH 301	Clinical Dental Hygiene I	5
DH 311	Clinical Dental Hygiene Lecture I	3
DH 345	Interpersonal Communication and Behavior Modification	2
MB 330	Microbiology	2
RADD 328	Dental Radiology	2
	Total	*18*

Spring Quarter		*Credit Hours*
DH 302	Clinical Dental Hygiene II	5
DH 312	Clinical Dental Hygiene Lecture II	2
DH 325	Dental Materials	2
PATH 330	Pathology	4
PER 360	Periodontics	1
RADD 330	Laboratory Radiology	1
OMD 331	Nutrition	2
	Total	*17*
	First-Year Total	***54***

Senior Year

Fall Quarter		*Credit Hours*
DH 400	Clinical Dental Hygiene III	7
DH 411	Clinical Dental Hygiene Lecture III	2
DH 441	Introduction to Public Health	4
DH 465	Dental Specialty Clinic I	1
PHM 430	Pharmacology	4
RADD 428	Radiology Technique	1
	Total	*19*

Winter Quarter		*Credit Hours*
DH 401	Clinical Dental Hygiene IV	7
DH 412	Clinical Dental Hygiene Lecture IV	2
DH 442	Public Health Field Experience Prep.	2
DH 466	Dental Specialty Clinic II	2
OMD 420	Oral Medicine	2
PER 461	Periodontics Seminar	2
RADD 429	Radiology Technique	1
	Total	*18*

Spring Quarter		*Credit Hours*
DH 402	Clinical Dental Hygiene V	4–6
DH 413	Clinical Dental Hygiene Lecture V	2
DH 414	Dental Hygiene Seminar	1
DH 447	Public Health Seminar I	3
DH 467	Dental Specialty Clinic III	1
RADD 430	Radiology Technique	1
DH 470	Externship	4
	Total	*14–16*
	Second-Year Total	***51–53***
	Program Total	***105–107***

Dental Laboratory Technology

Note: The second year only is presented for this program whch will be discontinued after the 1993-94 academic year.

Second Year

Fall Quarter		*Credit Hours*
DLT 242**	Advanced Fixed Prosthodontics	15
DLT 243**	Advanced Removable Prosthodontics	15
SPC 101*	Fundamentals of Speech	5
	Total	*20*

**Student Must Select DLT 242 or DLT 243

Winter Quarter		*Credit Hours*
DLT 221	Principles of Laboratory Management	5
DLT 252**	Special Problems in Fixed Prosthodontics	12
DLT 253**	Special Problems in Removable Prosthodontics	12
	Total	*17*

**Students must select DLT 252 or DLT 253

Spring Quarter		*Credit Hours*
DLT 260	Laboratory Practicum II	13
	Total	*13*

*Courses taken through Augusta College.

Academic Standards

Refer to the General Information section of this catalog.

Student Evaluation

The Student Evaluation Committee

Academic progress of students is monitored by the Student Evaluation Committee. At the end of each quarter, and at any other time deemed appropriate by the committee, the Student Evaluation Committee reviews and evaluates each student's performance and recommends one of the following to the chairman of the DADS:

1. continued enrollment as a regular student, special student or student on academic probation;
2. repeating of coursework or a portion of the curriculum in any deficient areas, as appropriate; or
3. dismissal.

Failing Grades

When a student fails, the course must be repeated. However, only those students who have demonstrated satisfactory attendance and academic/clinical efforts as defined at the beginning of the course by the course director may repeat a course. Students may be required to repeat an entire course, selected courses, a complete academic year or withdraw from the program.

Special Students

Any student who, as a result of academic deficiencies, is required to study in an altered curriculum (e.g., more courses, fewer courses or different courses than the student's class would normally be taking) will be considered a special student. All F and D grades must be repeated.

Academic Probation

Any student whose GPA for any quarter is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of the quarter will be on academic probation subject to the provisions of the following dismissal policies.

Academic Dismissal

A. Automatic academic dismissals

1. The following conditions will result in dismissal:
   a. A cumulative GPA below 1.2 at the end of the first quarter;
   b. cumulative GPA below 1.6 at the end of the second quarter;
   c. cumulative GPA below 2.0 at the end of the third, fourth, fifth, sixth and seventh quaters;
   d. Earning 8 quarter hours of F during a single quarter the first year or earning 15 quarter hours of F during the first year of the curriculum
   e. Academic probation for three of four consecutive quarters;
   f. Two failures of a required course.

Students dismissed under the provisions of the automatic academic dismissal policy may appeal to the dean. The dean may uphold the dismissal or reinstate the student as a regular student, or a special student on an altered curriculum, or as a student on academic probation. The dean's decision is final for the School of Allied Health Sciences.

Any first-year student subject to dismissal under the provisions of the automatic dismissal policy may petition the Student Evaluation Committee to repeat the first year of the curriculum during the next regularly scheduled academic year. The Student Evaluation Committee will recommend to the DADS chairman whether the student should be allowed to repeat the first year. The chairman's recommendation will be communicated to the dean.

B. Other conditions for dismissal

1. Any student on academic probation may be considered by the Student Evaluation Committee for dismissal.

Students being considered for dismissal under the provisions of Section B.1., above, have the right to a hearing before the Student Evaluation Committee prior to a final recommendation. The dean may rescind, alter or uphold the recommendation. The dean's decision is final for the School of Allied Health Sciences.

Appeal of Dismissal

Any student may appeal a dismissal decision to the dean of the School of Allied Health Sciences. The dean's decision may be appealed to the president in accordance with MCG policy (see Student Handbook).

Readmission

Students dismissed from the Department of Associated Dental Sciences may apply for admission to the next regularly scheduled entering class by submitting the standard application for admission and following normal admissions procedures.

Graduation Requirements

Refer to the General Information section of this catalog. A major area examination is required in the winter quarter of the second year. The student must pass the major area examination prior to graduation.

Master of Health Education

The Department of Associated Dental Sciences offers educational programs at the graduate level to prepare dentists and dental hygienists for careers in dental and dental hygiene education and administration and to fulfill the formal education requirements for dentists pursuing careers in dental public health. Upon completion of requirements, candidates are awarded the master of health education degree. For details, refer to the School of Graduate Studies section.

Health Information Management

General

This department offers two undergraduate programs: one leading to a bachelor of science degree in Health Information Management and one leading to an associate of science degree in Health Information Technology. Graduates of both programs are eligible to write a national examination given by the American Health Information Management Association. Association. Upon passing the appropriate exam, the bachelor of science graduate is awarded the credentials R.R.A. (Registered Record Administrator) and the associate of science graduate is awarded the credentials A.R.T. (Accredited Record Technician). The department also provides a master's degree program. For details refer to the School of Graduate Studies section of this catalog.

Accreditation

Both the Health Information Management program and the Health Information Technology program are accredited by the Committee on Health Education and accreditation of the American Medical Association in Cooperation with the American Health Information Management Association, Council on Education.

Application Procedures

Application materials may be obtained from the Office of Undergraduate Admissions. No application fee is required.

Early application is strongly recommended but applications will be accepted through August for classes beginning in September.

A personal interview on the MCG campus with faculty members is required.

Applicants will be notified of final action on their application by the Office of Undergraduate Admissions after completion of all procedures and departmental review of application materials.

Financial Aid

Information on financial aid can be found in the General Information section of this catalog.

The American Health Information Management Association has limited funds for loans to senior students in this program. Additional sources of support would be scholarships from professional organizations

and financial aid, in various forms, from local hospitals in need of personnel with special expertise in health information management. Information regarding these loans and scholarships may be secured from the Department of Health Information Management.

Academic Promotion and Graduation

Students must make a C or better in all professional courses to continue in either program.

Health Information Management students must pass a comprehensive examination to enroll in HIM 462, Directed Practice IV.

Health Information Technology students must pass a comprehensive examination to be recommended for graduation.

Non-academic Exclusion

A student may be denied permission to continue enrollment in either program if in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his competence as a health care professional.

Bachelor of Science—Health Information Management

The health information manager is responsible for planning and managing the medical information developed during the diagnosis, treatment and rehabilitation of patients in all types of health care settings.

The academic program includes study and experience in management techniques, medical terminology, medical science, systems analysis, computer applications and techniques related specifically to medical and health information management.

Objectives

To provide courses of study and experience which lead students to develop the following competencies:

1. Planning and developing medical and health record systems appropriate for varying sizes and types of health care facilities, organizations and agencies.
2. Managing clerical and technical personnel.
3. Space planning, budgetary control, selection of equipment and supplies.
4. Evaluating the effectiveness of departmental services.
5. Designing systems to assure the privacy and confidentiality of health information.
6. Developing systems for information retention and retrieval.
7. Collecting and analyzing patient-care data.
8. Providing administrative and clinical information for institutional management and the evaluation of patient care.
9. Assisting the development and coordination of programs to assess the quality of care and the utilization of services.
10. Developing in-service educational materials.
11. Participating in hospital and medical staff committee functions.

Opportunities

The health information manager is typically employed in a hospital as a departmental manager, having both clerical and technical employees under his/her direction. Current developments in the medical world are shifting the work environment to include extended care facilities, governmental agencies, health insurance companies, ambulatory care and other facilities.

Nationally there is a demand for health information managers. Every geographic region, including the Southeastern United States, exhibits an overall shortage of health information managers. Because the average-sized hospital typically employs only two to three professional health information managers, the person defining his employment market narrowly cannot always exercise his first choice in a specific hospital or city.

Experienced health information professionals have readily available opportunities to advance to higher level management and consulting positions within the health care industry.

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; however, all MCG admission requirements must be met.

Specific Requirements for Health Information Management

1. A minimum grade point average of 2.0 on a 4.0 scale and a combined score on the Scholastic Aptitude Test, or its equivalent, of 750 are required. Students having a GPA or SAT score less than the required minimum who believe there are extenuating circumstances which should be considered, may submit a letter of appeal to the department chairman. This letter should be sent at the time the application is mailed.
2. An onsite interview, with two faculty members, which indicates a strong probability of successful completion of the program, is required of each candidate.
3. Candidates must have 90 quarter hours of transferable credit with an overall C average.
4. The 90 quarter hours must include the courses listed below. All students must complete the core curriculum prior to entering MCG.

Humanities	*Quarter Hours*
Composition	5
Literature	5
Speech	5
Elective (composition or literature preferred)	5
Total	*20*

Mathematics and Natural Sciences	*Quarter Hours*
Mathematics (to include college algebra)	5
Chemistry	5
Two-course sequence in biology with lab	10
Total	*20*

Social Sciences	*Quarter Hours*
History (U.S. history recommended)	5
Government/Political Science	5
Electives (choose from philosophy, psychology, sociology, economics)	10
Total	*20*

Courses Supportive to HIM	*Quarter Hours*
Two-course sequence in anatomy and physiology (with lab)	10
Accounting	5
Electives (choose from data processing, accounting, management, additional biological or social sciences, or other of personal choice)	15
Total	*30*
Total Quarter Hours	***90***

Curriculum

The curriculum is six quarters in length and includes practice in hospitals in addition to the lectures and laboratory experiences which take place on the MCG campus.

The curriculum which follows is representative of the course distribution. Because professional needs are changing with new developments in health care delivery, the curriculum is constantly under evaluation for revision. The departmental faculty reserves the right to make adjustments in the curriculum as necessary to assure the development of required competencies.

Junior Year

Fall Quarter		*Credit Hours*
HIM 301	Medical Terminology	3
HIM 310	Theory of Health Information Management I	4
HIM 331	Health Information Systems Applications	4
HIM 350	Management I	4
HIM 360	Directed Practice I	2
	Total	*17*

Winter Quarter		*Credit Hours*
HIM 330	Health Information Systems I	3
HIM 351	Management II	5
HIM 361	Directed Practice II	2
HIM 401	Fundamentals of Medical Science I	5
HIM 422	Legal Concepts for the Health Field	3
	Total	*18*

Spring Quarter		*Credit Hours*
HIM 311	Theory of Health Information Management II	5
HIM 312	Theory of Health Information Management III	3
HIM 332	Health Information Systems II	3
HIM 352	Management III	4
HIM 402	Fundamentals of Medical Science II	5
	Total	*20*
Junior Year Total Credit Hours		***55***

Senior Year

Fall Quarter		*Credit Hours*
HIM 415	Theory of Health Information Management IV	5
HIM 430	Research Design and Methodology I	5
AHS 380*	Health Care Seminar	4
	Total	*14*

Winter Quarter		*Credit Hours*
HIM 417	Theory of Health Information Management VI	4
HIM 431	Research Design and Methodology II	5
HIM 494	Health Information Systems III	5
AHS 425*	Budgeting and Finance for Health Care	3
	Total	*17*
HIM 499	(Optional Honors Course)	(max. 5)

Spring Quarter		*Credit Hours*
HIM 425	Seminar	3
HIM 453	Management Lab	4
HIM 462	Directed Practice IV	8
	Total	*15*
Senior Year Total Credit Hours		***46***

*See course description under Non-departmental Courses.

Estimated Additional Expenses Specific to Health Information Management

These figures are based upon the normal experience of our students. In some cases, costs may be higher.

	Junior Year	*Senior Year*
Books and supplies	$ 671	$ 187
Lab coats (maximum)	48	48
Professional insurance	15	15
Other (travel, graduation, etc.)	0	243*
Post Graduation Registry Exam fee	—	130
Total	*$ 734*	*$623*

*During the spring quarter of the senior year students leave the Augusta area for an administrative affiliation which is six weeks in length. Living expenses and travel costs incurred are the responsibility of the student.

(Matriculation and other fees and expenses are listed in the General Information section of this catalog.)

Associate of Science—Health Information Technology

The health information technician analyzes and evaluates highly sensitive data in health records; compiles various types of administrative and health statistics; supervises the release of health information; maintains and utilizes a variety of manual and/or automated storage and retrieval systems; and supervises the day-to-day operations in a medical record department.

The academic program includes detailed instruction in medical, administrative, ethical, legal, accreditation and regulatory requirements for health care delivery systems.

Objectives

To provide courses of study and experience which lead students to develop the following competencies:

1. Supervising day-to-day operations of a medical record department, within the confines of existing policies.
2. Collecting and analyzing patient care data for quality assurance.
3. Performing concurrent medical record review activities.
4. Coding and sequencing diagnoses and operative procedures for reimbursement as well as future medical care.
5. Responding to requests for health information, within the confines of existing policies.
6. Writing and/or revising job descriptions.
7. Storing and retrieving data from computerized health information systems.
8. Monitoring accuracy of quantitative analysis of health records.
9. Maintaining existing manual or automated filing systems for active and inactive primary records.
10. Abstracting data from health records for statistical purposes, research,special studies and educational programs.

Opportunities

Opportunities in health information technology are excellent at present and the future outlook is also excellent. Health information technicians are employed by hospitals, clinics, medical research centers, health agencies, local and state health departments and medical departments of insurance companies.

There is a national shortage of health information technicians. Every geographic region, including the Southeast United States, exhibits an overall shortage of medical record technicians. Experienced health information professionals have readily available opportunities to advance to higher level management and consulting positions within the medical and health care industry.

Admission Requirements

Applicants may attend any accredited college or university for the freshman year; however, all MCG admission requirements must be met.

Specific Requirements for Health Information Technology

1. A minimum grade point average of 2.5 on a 4.0 scale and a combined score on the Scholastic Aptitude Test, or its equivalent, of 750 are required. Students having a GPA or SAT score less than the required minimum who believe there are extenuating circumstances to be considered may submit a letter of appeal to the department chairman. This letter should be sent at the time the application is mailed.
2. An onsite interview, with two faculty members, which indicates a strong probability of successful completion of the program, is required of each candidate.
3. Candidates must have 45 quarter hours of transferable credit with an overall C average.
4. The 45 quarter hours must include the courses listed below.

Area I *Humanities*	*Quarter Hours*
Composition	5
Speech	5
Total	*10*

Area II *Mathematics and Natural Sciences*

	Quarter Hours
Math (to include college algebra)	5
Two-course sequence in anatomy and physiology (with lab)	10
Total	*15*

Area III *Social Sciences*

	Quarter Hours
History (U.S. history recommended)	5
Government/Political Science	5
Total	*10*

Area IV *Electives*

	Quarter Hours
Electives (choose from data processing, accounting, management and additional biological or social sciences)	10
Total	*10*
Total Quarter Hours	***45***

Curriculum

The curriculum is four quarters in length and represents the professional tract. This experience includes, but is not limited to, laboratory and clinical experience at local health care facilities.

The curriculum which follows is representative of the course distribution. Because professional needs are changing with new developments in health care delivery, the curriculum is constantly under evaluation for revision. The departmental faculty reserves the right to make adjustments in the curriculum as necessary to assure the development of required competencies.

Sophomore Year

Fall Quarter		*Credit Hours*
HIT 201	Medical Terminology	3
HIT 210	Theory of Health Information Technology I	4
HIT 231	Health Information Systems Applications	4
HIT 250	Management I	4
HIT 260	Directed Practice I	2
	Total	*17*

Winter Quarter		*Credit Hours*
HIT 222	Legal Concepts for the Health Field	3
HIT 230	Health Information Systems I	3
HIT 240	Fundamentals of Medical Science I	5
HIT 251	Management II	5
	Total	*16*

Spring Quarter		*Credit Hours*
HIT 211	Theory of Health Information Technology II	5
HIT 212	Theory of Health Information Technology III	3
HIM 241	Fundamentals of Medical Science II	5
HIT 252	Management III	4
	Total	*17*

Summer Quarter		*Credit Hours*
HIT 213	Theory of Health Information Technology IV	5
HIT 245	Laboratory/Transcription Supervision	5
HIT 261	Directed Practice II	2
AHS 280*	Health Care Seminar	2
	Total	*14*
	Sophomore Year Total Credit Hours	***64***

Estimated Additional Expenses Specific to Health Information Technology

These figures are based upon the normal experience of our students. In some cases, costs may be higher.

	Sophomore Year
Books and supplies	$ 663
Lab coats (maximum)	48
Professional insurance	15
Other (graduation, instruments, etc.)	57
Post Graduation Registry Exam fee	130
Total	*$ 913*

(Matriculation and other fees and expenses are listed in the General Information section of this catalog.)

Medical Illustration

Medical illustrators are highly trained specialized artists who create visuals which communicate complex scientific ideas and make them understandable. Their work is seen in a variety of media including print publications, slides, computer graphics, TV and film, exhibits, three-dimensional models and prosthetic devices. Medical illustrators must not only be able to create extremely realistic drawings, but at times depict concepts and relationships that even the camera cannot see—thereby graphically clarifying information for the learner.

Because the medical illustrator relies on his understanding of anatomical and medical subject matter, he must have a love of art and science as well. The curriculum provides instruction in basic medical sciences, advanced art skills, visual problem solving and production of instructional visuals for the major communication media.

The medical illustration program is under the School of Graduate Studies and offers a master of science degree in medical illustration. Please check the Graduate Studies section for detailed information and course descriptions.

Medical Technology

Medical technologists' primary responsibilities are to help diagnose and treat disease by reliable performance and interpretation of clinical laboratory tests. Their skills involve the complex analysis of blood or other patient specimens, problem identification and solution and confirmation of results. They also establish and monitor quality-control programs and may design and modify procedures.

Basic knowledge of test procedures for blood banking, chemistry, hematology, immunology and microbiology is required. Medical technologists also have administrative and educational duties. They must have the capability and resourcefulness to assume responsibility and accountability for accurate results and to supervise and educate others. In any case, the technologist must have a knowledge of both normal and disease states and recognize interdependency of tests to evaluate a patient s test results.

Numerous and varied opportunities for employment exist. Medical laboratories range from those that are large, highly complex, high-volume, automated and computerized to small, compact settings using a larger proportion of manual tests. Technologists also find work in industry, sales, consulting, research and education.

Objectives

The primary objectives of the Department of Medical Technology are to help students achieve entry-level competency in the profession, to provide appropriate educational experiences and to help meet the manpower needs of the profession.

A graduated educational experience allows the student to gain increasing confidence and competence in the variety of subjects which are to be mastered. Several curriculum options are available to students who are at different levels of experience or education. These are a two-year program that begins in the junior year (2+2 program), a program for associate degree laboratory professionals (MLT articulation) and a post-baccalaureate one-year program for science majors (4+1). Each of these options qualifies the graduate for national certification examinations. Curriculum content is continually reviewed and revised to reflect state-of-the-art technology and knowledge in the field.

Accreditation

The MCG curriculum in medical technology is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Admission Requirements

There are four different types of admission requirements depending upon the type of curriculum to be followed. Applicants may be: (1) freshman or sophomore college students applying for junior-year transfer into the 2+2 curriculum; (2) associate degree medical laboratory technicians (MLTs) who may be able to exempt some junior courses; (3) science majors with baccalaureate degrees for the one-year (4+1) bachelor s degree or certificate program; and (4) high school seniors for early acceptance and guaranteed transfer into the 2+2 program in the junior year. Information on early acceptance can be obtained from the Office of Undergraduate Admissions.

Factors considered in selection of applicants in the first three categories above include academic achievement, SAT scores or other placement exam scores, recommendations and evaluation of a personal interview. The minimum acceptable math science grade point average depends upon the program (see following information). Preference will be given to applicants who have demonstrated superior ability in all academic areas. Faculty reserve the right to reject applicants who, based on supporting data, show questionable potential for the profession.

All bachelor s degree program applicants must satisfy the U.S. and Georgia history and constitution requirements by coursework or examination. All science prerequisite courses must be acceptable toward a science major. Pass/fail courses, survey courses or courses with D or F grades will not be accepted as prerequisites. A math, organic chemistry and microbiology course must have been taken within the last seven years. Other requirements are:

1. 2+2 transfer applicants (deadline April 1):
   All bachelor's degree candidates must complete the core curriculum prior to entering MCG. The minimum acceptable math science grade point average is 2.5 (scale of 4.0).

Humanities	*Quarter Hours*
Composition	5
Literature	5
Electives (choose from English, humanities, literature, religion, art, philosophy, foreign language, speech, music)	10
Total	*20*

Mathematics and Natural Sciences	*Quarter Hours*
Math: college algebra or above	5
General inorganic chemistry with lab	10
Elective (choose from chemistry, computer science, mathematics, physics, statistics)	5
Total	*20*

Social Sciences	*Quarter Hours*
History of the United States	5
Political science (government)	5
Electives (choose from anthropology, history, geography, social science, psychology)	10
Total	*20*

Courses Supportive to Major	*Quarter Hours*
Biology (must include five to 10 hours of anatomy and/or physiology)	15
Microbiology	5
Organic chemistry	5
Elective (choose from biology, chemistry, computer science, mathematics, physics, statistics)	5
Total	*30*
Total Quarter Hours	***90***

2. Associate degree MLT or CLT articulation applicants (deadline April 1):

   Applicants must have completed their MLT program within the last seven years and be certified by a nationally recognized agency. They must have a minimum MLT program grade point average of 2.5 (scale of 4.0).

   Prerequisites as listed in A. and B. above are the same as those for the 2+2 transfer students. However, MLT courses may be accepted for the following junior-year MCG courses: Venipuncture, Introduction to Medical Technology, Terminology, Immunology, Ethics, Mycology, Parasitology, Education, Chemistry (Instrumentation and Math), Basic Hematology, Body Fluids and Library Resources. MLT students may complete prerequisites and MT junior courses as needed during their junior year. All students complete the last four quarters of the senior year.
3. Post-baccalaureate one-year (4+1) applicants (deadline February 1):

   Applicants must have a degree in biology, chemistry, microbiology or a related science field. This must include 24 quarter hours of biological science that includes immunology and microbiology; 20 quarter hours of chemistry that includes biochemistry; and five quarter hours of mathematics. A math science grade point average of 2.75 is required. Other prerequisites depend upon whether the applicant chooses the certificate or baccalaureate degree option. Degree option candidates must meet all the core requirements as described in A. and B. above for the 2+2 students. **4+1 students begin summer quarter and complete a four-quarter senior year.** This highly competitive program has limited space.

Application Procedures

Application forms with instructions may be obtained from the Office of Undergraduate Admissions. Deadline for applications is April 1. Applications submitted after that date will be considered on a space-available basis until August 1 for fall admission.

Estimated Fees and Expenses Specific to Medical Technology

These figures are based upon the normal experience of our 2+2 transfer students. In some cases, costs may be higher.

	First Year	*Second Year*
Books and supplies*	$ 659	$ 82
Uniforms, lab coats**	48	48
Other (memberships, graduation, etc.)***	90	243
Total	*$ 797*	*$373*

*Matriculation and other fees are stated in the General Information section of this catalog.

**Lab coats are to be worn in the student laboratories at all times. During clinical practicum—senior year—female students are required to wear white uniforms and white shoes; male students are required to wear shirts with tie, trousers, and short white lab coats.

***Student membership in national and state professional organizations encouraged but not required.

Financial Aid

Refer to General Information section of this catalog.

Curriculum

There are three possible curriculum tracks: (1) a two-year bachelor of science degree program (2+2) for students transferring in from other undergraduate institutions; (2) a two-year bachelor of science degree articulation program for MLT or CLT certified laboratory technicians (MLT articulation); and (3) a one-year post-bachelor's degree program leading to either a bachelor of science degree or a certificate of completion in medical technology. Descriptions of these programs are given below.

Classroom and laboratory experiences are provided on the MCG campus. Clinical experiences are planned at hospitals in the area. Other laboratories throughout the

state are also available. Students obtain a broad base of experience in a variety of practical settings.

Two-year curriculum, 2+2 transfer students.

The two-year bachelor of science program covers the junior and senior years. The seven-quarter course of study begins fall quarter.

Junior Year

Fall Quarter		*Credit Hours*
CMB 345*	Biochemistry	5
HIS 303**	Medical Terminology	2
MTC 307	Introduction to Medical Technology	2
MTC 374	Introductory Immunology	1
AHS 400	Education	3
ED 311	Learning	1
AHS 405	Management	3

Winter Quarter		*Credit Hours*
MTC 366	Clinical Chemistry	6
MTC 370	Microbiology Laboratory	2
MTC 383	Introductory Hematology and Body Fluids	4
MTC 384	Hematology and Body Fluids Laboratory	4

Spring Quarter		*Credit Hours*
HLR 301***	Library Resources	2
MTC 348	Medical Mycology	3
MTC 349	Medical Parasitology	3
MTC 375	Basic Immunology	5
AHS 310	Ethics	2

Miscellaneous Courses		*Credit Hours*
MTC 309	Education	1
MTC 385	Body Fluids	2

Senior Year, Two-Year Curriculum

Summer—Fall Quarter		*Credit Hours*
MTC 440	Clinical Chemistry II	5
MTC 441	Clinical Chemistry Laboratory	4
MTC 447	Diagnostic Microbiology Laboratory	4
MTC 448	Diagnostic Microbiology	5
MTC 472	Immunohematology Related to Transfusion Service	9
MTC 481	Clinical Hematology II	9

Fall Quarter		*Credit Hours*
MTC 492	Case Presentation	2

Winter—Spring Quarter		*Credit Hours*
MTC 442	Clinical Practicum Chemistry	8
MTC 449	Clinical Practicum Microbiology	8
MTC 473	Clinical Practicum Blood Bank	8
MTC 482	Clinical Practicum Hematology	8
MTC 475	Clinical Practicum Immunology	8

Winter Quarter		*Credit Hours*
MTC 430	Management, Unit I	1

Spring Quarter		*Credit Hours*
MTC 431	Management, Unit II	1

Miscellaneous		*Course Offerings*
MTC 493	Directed Individual Study—Immunology	Variable
MTC 494	Directed Individual Study	Variable
MTC 495	Directed Individual Study—Blood Bank	Variable
MTC 496	Directed Individual Study—Chemistry	Variable
MTC 497	Directed Individual Study—Hematology	Variable
MTC 498	Directed Individual Study—Microbiology	Variable
MTC 499	Directed Individual Study—Instrumentation	Variable
MTC 432	Management/Education Topics	1

MLT Articulation

Each student's prerequisites are evaluated and the junior year is planned so that equivalent MLT courses may be substituted for the department's junior courses. Students complete prerequisites and junior courses as necessary during their junior year. They then complete four quarters of the senior year in the Medical Technology Department at MCG. The curriculum is the same as for the 2+2 transfer students.

One-year post-baccalaureate (4+1)

Students begin summer quarter and take senior classes with the other students. Additional coursework is also added to this curriculum; therefore course numbers differ from the 2+2 course numbers.

Summer Quarter		*Credit Hours*
MTC 447	Diagnostic Microbiology Laboratory	4
MTC 448	Diagnostic Microbiology	5
MTC 450	Microbiology	1
MTC 470	Immunohematology/Immunology	10
MTC 311	Venipuncture Practice	1

Fall Quarter		*Credit Hours*
MTC 439	Instrumentation and Laboratory	5
MTC 440	Clinical Chemistry	5
MTC 485	Hematology/Fluid Analysis	11
MTC 312	Venipuncture Theory	1

Winter—Spring Quarter		*Credit Hours*
MTC 442	Clinical Practicum Chemistry	8
MTC 449	Clinical Practicum Microbiology	8
MTC 473	Clinical Practicum Blood Bank	8
MTC 475	Clinical Practicum Immunology	8
MTC 482	Clinical Practicum Hematology	8

Winter Quarter		*Credit Hours*
MTC 309	Education	1
MTC 430	Management I	1

Spring Quarter		*Credit Hours*
MTC 431	Management II	1

*School of Medicine course descriptions
**See Health Information Management course descriptions
***See Program in Health Library Resources

Admission to Senior Standing

Students must satisfy the prerequisite requirements of the essentials of the National Accrediting Agency for Clinical Laboratory Sciences before admission to senior standing. These requirements are incorporated into the department's prerequisites and junior courses.

Academic Promotion and Graduation

Refer to the General Information section for further policies and procedures concerning academic probation and academic suspension.

Promotion from one year to the next in the program depends on satisfactory completion of each year's work. Promotions are considered on the basis of recommendation by individual instructors or departmental evaluations, and on the student's total record.

Students must earn a C or better in each course, unless otherwise indicated, to continue in the program.

The faculty determines the methods of evaluation, and evaluates each student individually in compliance with MCG and departmental guidelines. Major area examinations are required at the end of the fourth year. The student must pass major area examinations prior to graduation.

Master of Health Education and Master of Science

The Department of Medical Technology provides an educational program offering courses at the graduate level to prepare participants for careers in more highly skilled clinical practice, teaching, and administration. Upon completion of requirements, candidates are awarded the degree of master of health education or master of science. (For details refer to School of Graduate Studies section of this catalog.)

Flow Cytometry

Program Objectives

The primary objectives of the flow cytometry program are to prepare medical technologists to operate flow cytometers in general hospital laboratories, transplantation programs, genetics studies, cancer and HIV research and industry. Graduates of the flow cytometry certificate program may look forward to advancement to administrative, management, and educational positions, depending upon capability and experience. Opportunities are available for graduate education in immunology, microbiology, biochemistry and management categories.

Program Description

Flow cytometry is a new health laboratory profession that uses instrumentation and data analysis for research and clinical applications. Flow cytometry instruments are used to detect cancer cells; perform compatibility testing for transplant screening; monitor AIDS patients; perform AIDS research; isolate chromosomes; and do a wide variety of genetic tests and cell marker classification. Flow cytometry operators are responsible for equipment calibration, operation and maintenance, sample preparation, data analysis and clinical interpretation.

Admission Requirements

Admissions decisions are based upon grade point average, personal interviews, recommendations and assessment of the applicant's motivation and personal qualities needed for successful completion of the program. In general, applicants should meet minimum GPAs, but work experience will also be considered. All applicants must hold a bachelor's degree in medical technology and have national certification in medical technology, either MT (ASCP) or CLS (NCA), or be eligible to take these exams. Work experience in immunology or hematology is desired but not required.

Application Procedures

Application forms may be obtained from the *Office of Undergraduate Admissions, Medical College of Georgia, Augusta, Georgia 30912.* For the best chance of acceptance, application should be made at least six months before the quarter one wishes to enter. Earlier application is strongly advised.

Applicants may enter fall quarter.

Estimated Expenses Specific to Flow Cytometry

These figures are based upon the normal experience of our students. In some cases, costs may be higher.

Books/supplies	$ 430
Uniforms/lab coat	44
Other (field trips, exam fees)	135
Totals	*$ 609*

Matriculation and other fees are in the General Information section of this catalog.

Financial Aid

Financial aid and other assistance is available. The Medical College of Georgia participates in all federal student aid programs as well as state and private programs. The goal of the institution is to help students secure necessary funds for their MCG education through grants or scholarships, loans, a service commitment program or employment.

Curriculum

The Medical College of Georgia offers the certificate program in flow cytometry for those who have completed a bachelor's degree in medical technology and who have national certification such as MT (ASCP) or CLS (NCA) or who are eligible to take national certification exams. The graduate will receive a certificate of completion of the flow cytometry program.

Students are accepted for admission fall and spring quarter on a space available basis. Classroom and laboratory experiences are included to insure the graduate is well prepared to succeed as a flow cytometry operator.

Fall Quarter		*Credit Hours*
MTC 477	Introductory Flow Cytometry	2
MTC 487	Introduction to Flow Cytometry Lab	7
MTC 467	Lab Conference I	1
	Total	*10*

Winter Quarter		*Credit Hours*
MTC 478	Intermediate Flow Cytometry	1
MTC 488	Intermediate Flow Cytometry Lab	8
MTC 468	Lab Conference II	1
	Total	*10*

Spring Quarter		*Credit Hours*
MTC 479	Advanced Flow Cytometry	1
MTC 489	Advanced Flow Cytometry Lab	8
MTC 469	Lab Conference III	1
	Total	*10*

Academic Standards

Refer to the General Information section of the catalog.

Certificate Requirements

The faculty of the flow cytometry program makes recommendations for awarding the certificate based upon a student's ability to develop qualities considered essential for the profession

Occupational Therapy

General

Occupational therapy is a health profession which contributes to the physical and emotional independence and well-being of an individual through the use of selected activities. The focus of occupational therapy is meaningful involvement in problem-solving tasks and productive performance to promote and maintain health, evaluate behavior, diminish dysfunction and pathology, and enhance the capacity to function with satisfaction to self and others.

The frame of reference of occupational therapy is derived from the biological and behavioral sciences with particular emphasis on those aspects related to man's acquisition and integration of behavior necessary for self-care, productivity and social development.

Objectives

Education

The Occupational Therapy Department provides educational programs at the technical, professional and post- professional levels. These programs emphasize the value of the theory and application of purposeful activity and the concept of adaptation.

The technical program is designed to prepare entry-level occupational therapy assistants to work in community and institutional health care environments concerned with providing direct service to clients with limitations in occupational performance. They will be prepared to perform all tasks in the current role delineation of the American Occupational Therapy Association with special emphasis on tasks preparing them to practice in the underserved areas of Georgia.

The professional program emphasizes preparation of entry- level occupational therapists who can function as generalists in both community and institutional settings throughout the Southeast. They will be prepared to perform all entry-level services included in the current role delineation of the American Occupational Therapy Association. The department's philosophical approach to education and occupational therapy will enable graduates to describe the theory and apply the techniques and skills of the profession in any environment; to interact with others in a manner which promotes collaboration, cooperation and consultation; and to become self-directed toward increasing their knowledge and their awareness of the environmental factors which require the updating of techniques and skills to keep abreast of a dynamic profession. They will be encouraged to maintain a questioning attitude toward the theory and application of the knowledge of the profession.

The post-professional program emphasizes the preparation of occupational therapists to assume the role of educator in academic and clinical settings. Students will acquire knowledge of education and the teaching of the theory and application of purposeful activity while developing their instructional and research skills.

The department also provides continuing education opportunities for therapists to maintain and update their knowledge of the profession and its techniques and of educational processes.

Service

The faculty of this department accept the responsibility for providing service to the community and to professional organizations. These include providing direct or consultive service as well as actively participating in local, state and national professional organizations. These services shall demonstrate the effectiveness of multiple approaches to identifying and resolving problems, as well as demonstrating responsible action toward accommodating and influencing the changing systems of health care delivery. All services shall demonstrate high standards and personal and professional ethics.

Research

The department will encourage and seek support for scholarly inquiry and foster an atmosphere conducive to conducting research in human occupation as it pertains to the client, the profession and education. It is committed to generating and applying new knowledge in its educational and service programs.

Opportunities

The registered occupational therapist works in neighborhood health centers, special schools, public health and other community agencies, nursing homes, general and special hospitals, clinics and rehabilitation centers as well as in private practice and in colleges and universities.

There is an acute shortage of registered occupational therapists. Thousands of positions at all levels are waiting to be filled and new positions are being created.

Occupational therapy assistants work in many of the same settings as occupational therapists, but employment opportunities are particularly prevalent in nursing homes, mental retardation and mental health facilities. Public school systems, rehabilitation centers and hospitals are also seeking occupational therapy assistants.

The need for qualified occupational therapy assistants exists throughout Georgia and the neighboring states.

Accreditation

The professional curriculum in occupational therapy at MCG is accredited by the American Occupational Therapy Association and the Committee on Allied Health Education, American Medical Association.

A bachelor of science degree is awarded upon successful completion of the curriculum and fulfillment of the requirements of fieldwork.

The associate of science degree program for the preparation of occupational therapy assistants is accredited by the American Occupational Therapy Association and the Committee on Allied Health Education, American Medical Association.

Graduates are recommended to sit for the national certification examinations administered by the American Occupational Therapy Certification Board.

Graduates are eligible to apply for licensure which is required in Georgia and some other states.

Occupational Therapy Assistant Program

Admission Requirements

Students will be admitted at the sophomore level following completion of the following prerequisite courses at an accredited college or university:

Humanities	*Quarter Hours*
Composition	5
Literature	5
Total	*10*

Mathematics and Natural Sciences	*Quarter Hours*
Algebra or other math	5
Anatomy and physiology (sequence)	10
Total	*15*

Social sciences	*Quarter Hours*
History	5
Political science	5
Sociology	5
Psychology	5
Total	*20*

Total Hours **45**

A minimum grade point average of 2.3 in the prerequisite course of study is required. For further information contact the Department of Occupational Therapy or the Office of Undergraduate Admissions.

CPR certification and completion of a first aid course are required prior to enrollment in the occupational therapy assistant program.

Application Procedures

Application forms with instructions may be obtained from the Office of Undergraduate Admissions.

Early application is recommended. No application fee is required.

1. Applications should be submitted between Sept. 1 and April 1 prior to anticipated enrollment. Application packet must be completed by June 1.
2. The Department of Occupational Therapy hosts one open house for qualified applicants. Attendance is recommended, but not required.
3. Applicants are encouraged to visit occupational therapy clinical programs.

Estimated Additional Expenses Specific to Occupational Therapy Assistant

These figures are based upon the normal experience of our students. In some cases, costs may be higher. Travel expenses may be as much as $1,500 higher or more, depending on the number and location of clinical placements.

Books and supplies	$ 429
Uniforms	48
Professional liability insurance	15
Other (travel, graduation, etc.)	230
Total	*$ 722*

Curriculum

At the medical college, occupational therapy assistant education involves a three-quarter course of study after completion of one year of study at an accredited college or university of the student's choice. The MCG curriculum covers the sophomore year. Occupational therapy assistant classroom, laboratory and clinical experiences are included.

The entry-level occupational therapy assistant will be able to:

1. Perform and analyze daily living skills and activities related to self-care, work, play and leisure.
2. Participate in the assessment of patient's/client's occupational performance capacities and limitations.
3. Assist in planning and providing occupational therapy services.
4. Plan and provide activities to improve functional performance, prevent disability and promote healthy environments in long-term care settings.
5. Provide activities to promote normal growth and development.
6. Teach patients/clients adapted methods for self-care, work, and leisure activities so they can cope in the community.
7. Communicate and interact effectively with patients/clients, health care professionals and the community.
8. Participate in a supervisory relationship as indicated by the requirements of the setting.
9. Provide support services for the maintenance, routine management, and evaluation of the occupational therapy department.
10. Demonstrate attitudes and behavior congruent with the values of the profession.

Required Courses

OTA 225	Occupational Therapy Assistant Practice
OTA 230	Developmental Tasks
OTA 235	Practice Skills for Physical Disabilities
OTA 236	Practice Skills for Pediatrics
OTA 237	Practice Skills for Psychosocial Dysfunction
OTA 240	Treatment Methods
OTA 250-251–252	Fieldwork Experience (12 weeks full-time)

Occupational Therapist Program

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; however, all requirements of the Medical College must be met.

To be considered for admission to the program the applicant must have completed or submit plans to complete 90 quarter hours (60 semester hours), exclusive of physical education, of core curriculum coursework. Applicants meeting minimum requirements (minimum grade point average on a 4.0 system of C or 2.5 overall; C or 2.5 math/science and a minimum score of 400 math and 400 verbal on the Scholastic Aptitude Test or its equivalent on another standardized test) will be considered on a space-available basis. All transfer courses must have a grade of C or better. If coursework is 10 years or older, some math/science coursework may need to be repeated.

All students must complete the core curriculum below prior to entering MCG.

Humanities	*Quarter Hours*
Composition	5
Literature	5
Electives (e.g., speech, foreign language, art, music, drama, philosophy, religion, or additional English courses)	
Total	*20*

Mathematics and Natural Sciences	*Quarter Hours*
Biology sequence with lab	10
General chemistry with lab	5
Mathematics	5
Total	*20*

Social Sciences	*Quarter Hours*
History	5
Political science	5
General psychology	5
Introductory sociology	5
Total	*20*

Courses Supportive to Occupational Therapy	*Quarter Hours*
Physics (or physical science which includes physics)	5
Abnormal psychology (or equivalent)	5
Advanced sociology	5
Electives (e.g., anatomy and physiology recommended, others acceptable:anthropology, economics, growth and development, statistics or additional humanities or science courses)	15
Total	*30*
Total Quarter Hours	***90***

CPR certification and completion of a first-aid course are required prior to enrollment in the occupational therapy program.

Interested applicants should contact the Office of Undergraduate Admissions as early in their academic program as possible.

Application Procedures

Application forms with instructions may be obtained from the Office of Undergraduate Admissions.

Early application is recommended. No application fee is required.

1. Applications should be submitted between Sept. 1 and March 1 prior to anticipated enrollment. Application packet must be complete by April 1. Georgia applicants demonstrating superior ability will be selected on a continuous basis as early as possible, but all applicants meeting the minimum requirements will be considered. Due to space limitations, not all these applicants will be accepted.
2. The Department of Occupational Therapy hosts one open house for qualified applicants. Attendance is recommended, but not required.
3. Applicants are encouraged to visit occupational therapy clinical programs.

Estimated Additional Expenses Specific to Occupational Therapy

These figures are based upon the normal experience of our students. In some cases, cost may be higher. Travel costs may be $1,000 higher or more, depending on clinical locations.

	First Year	*Second Year*
Books and Supplies	$ 748	$ 309
Uniforms	48	48
Professional Liability Insurance	15	15
Instruments/Equipment	25	—
Other (field trips, graduation, etc.)	0	543
Total	*$836*	*$ 915*

Curriculum

The occupational therapy curriculum is designed as a continuum of learning experiences organized to facilitate personal and professional growth of the student. It includes a variety of electives and the opportunity for the student to select a specialized fieldwork setting.

The occupational therapy curriculum is designed as a continuum of learning experiences organized to facilitate personal and professional growth of the student. While the main objective of the program is to prepare the student as a clinician, due to the nature of the profession he must be exposed to concepts of education, research and management.

The curriculum has three major components: human biology, the developmental process and interruptions to the process, and alternatives to dysfunction.

The human biology component is the basic structure from which the student derives knowledge and understanding of the body and its systems. The human development component serves to identify those aspects of most concern to occupational therapy and as a vehicle for analysis of activities in which man engages at various ages and stages of life. Concurrently, disease and dysfunction in man are studied with the major emphasis on contemporary health problems and issues.

Laboratory, clinical, and community experiences are used extensively to provide active involvement of the student. Major emphases are on the social-cultural milieu of the community and examination of the development of the individual's capacities and roles in the family, school and community. The adaptation and modification of activities, design of adaptive equipment and devices, prosthetics and orthotics are included in laboratory and field experiences.

A minimum of eight months full-time fieldwork experience is required. These placements begin the summer quarter following the junior year and continue throughout the senior year.

The entry-level occupational therapist will be able to:

1. Initiate and participate in collaborative and cooperative interactions which contribute to problem identification and problem resolution in community and institutional health care environments.
2. Use occupational therapy principles to demonstrate an ability to provide efficacious alternatives contributing to resolution of problems in the performance of daily life tasks.
3. Anticipate and respond to the impact of internal and external environments upon man's ability to function.
4. Use the occupational therapy process to facilitate man's ability to influence and change his internal and external environment.
5. Use the occupational therapy process to facilitate man's ability to adapt in an environment he cannot change.
6. Demonstrate the ability to engage in research and

participate in continuing education.
7. Demonstrate attitudes and behavior congruent with the values, standards and ethics of the profession.
8. Demonstrate the ability to accommodate to the changing systems of health care delivery.
9. Demonstrate the ability to influence the changing systems of health care delivery through active involvement in the change process.

Required Courses

ANM 330–331*	Anatomy
PHY 311–312*	Physiology
OTH 300	Foundations of Occupational Therapy
OTH 301	Human Development
OTH 302	Basic Principles of Occupational Therapy
OTH303	Basic Media
OTH 304	Group Process in Occupational Therapy
OTH 305	Advanced Media
OTH 306	A Systems Approach to Terminology
OTH 312	Concepts of Dysfunction
OTH 321	Basic Practice Skills in Occupational Therapy
OTH 332	Kinesiology
OTH 400	Occupational Therapy Applied to Psycho-social Dysfunction
OTH 401	Psycho-social Fieldwork Experience
OTH 405	Occupational Therapy Applied to Pediatrics
OTH 410	Occupational Therapy Applied to Physical Dysfunction
OTH 411	Physical Dysfunction Fieldwork Experience
OTH 415	Occupational Therapy Applied to Geriatrics
OTH 435	Occupational Therapy Administration
OTH 450	Special Fieldwork Experience
OTH 455	Research Design and Methodology

Elective Courses

OTH 418	Occupational Therapy in the School Systems
OTH 419	Occupational Therapy in Community Agencies
OTH 420	Occupational Therapy in a Specialized Setting
OTH 421	Investigation of a Problem
OTH 422	Occupational Therapy and the Vocational Process
OTH 423	Occupational Therapy with Developmental Disabilities
OTH 441	Research Project
OTH 460	Advanced Therapeutic Activities

*See School of Medicine course description

Special Needs

Students who are accepted must be prepared to travel to facilities throughout the Southeast to complete the full-time fieldwork requirements. Financial assistance for these expenses cannot be guaranteed although every effort will be made to assist the students with major financial problems.

Academic Promotion and Graduation

See the General Information section of this catalog for academic probation and suspension policies.

A student who earns less than a C in any course may be suspended. A student suspended for academic reasons may reapply following standard admission procedures.

Financial Aid

In addition to the sources of financial aid available to all MCG students, there are some sources available specifically for students enrolled in occupational therapy curricula. For information on these sources contact: Chairman, Department of Occupational Therapy, Medical College of Georgia.

Master of Health Education

The Department of Occupational Therapy provides an educational program at the graduate level to prepare occupational therapists for careers as a more highly skilled practitioner, clinical educator or academic educator. The applicant must have at least one year of experience as a practicing occupational therapist and a minimum total score of 1000 on the Aptitude Test on the Graduate Record Examination. Upon completion of requirements candidates are awarded the degree of master of health education.

For details refer to School of Graduate Studies section of this catalog.

Neurodiagnostic Technology

Note: The second year curriculum only is presented for this program, which will be discontinued after the 1993-94 academic year.

Second Year

Fall Quarter		*Credit Hours*
NDT 106	Computers in EEG/EP/EMG	5
NDT 211	EEG/EP Clinical Practicum II	5
NDT 214	Management of Medical Emergencies	2
	Total	*12*

Winter Quarter		*Credit Hours*
NDT 215	EEG/EP Clinical Practicum III	5
NDT 216	EMG Clinical Practicum II	5
NDT 212	Neuroanatomy	3
	Total	*13*

Spring Quarter		*Credit Hours*
AHS 310	Biomedical Ethics	2
NDT 218	EEG/EP Clinical Practicum IV	5
NDT 219	EMG Clinical Practicum III	5
	Total	*12*

Summer Quarter		*Credit Hours*
NDT 221	EEG/EP Clinical Practicum V	6
NDT 222	EMG Clinical Practicum IV	5
NDT 210	Correlative EEG/EP	2
	Total	*13*

Physical Therapy

General

Physical therapy is one of the allied health professions dedicated to the rehabilitation of handicapped individuals. As a member of the health team the physical therapist uses a variety of therapeutic measures to help the patient regain maximum function possible within the limits of his disability. The physical therapist must be able to determine the extent of functional loss and then plan and implement an appropriate therapeutic program. In clinical settings physical therapists function as administrators, researchers, consultants, and educators. The physical therapist has completed a four-year program leading to a bachelor of science in physical therapy.

The physical therapist assistant works within a physical therapy service administered by a professional physical therapist. The assistant functions as a physical therapy team member who contributes to total patient care by performing routine treatment procedures in accordance with planned programs, and by assisting the physical therapist in carrying out complex procedures and programs. He also carries out designated tasks required for efficient operation of the physical therapy service. The physical therapist assistant performs his duties under the guidance and supervision of the physical therapist to whom he is directly responsible. The physical therapist assistant is a graduate of a two-year course of study with an associate of science degree in physical therapy.

The Department of Physical Therapy also provides an educational program at the graduate level to prepare participants for careers in clinical and academic education. Upon completion of requirements, candidates are awarded the degree of master of health education. For details refer to the School of Graduate Studies section of this catalog.

Objectives

Physical Therapy

Goal: The goal of the baccalaureate curriculum is to develop problem-solving physical therapists by providing learning experiences that enable each student to gain the knowledge and skills necessary to meet the physical therapy needs of society.

Upon completion of the program the graduate will:

—Be able to function in administrative, clinical, consultative, educational and research areas as a provider of health care services within the scope of the physical therapy profession.

—Seek out opportunities to continue the development of personal humanistic qualities and scientific abilities while striving for excellence in personal and professional activities.

—Be sensitive to the needs of each individual as well as the the changing health needs of society as a whole.

—Maintain a flexible attitude toward new developments and participate in the improvement of physical therapy practice.

Competencies: At the completion of this program the graduate should be able to:

1.0 Determine the physical therapy needs of any patient referred for treatment.
- 1.1 Recognize normal structure and function of the human organism from conception to death.
- 1.2 Recognize areas in which structure and function are abnormal.
- 1.3 Select appropriate methods to assess the degree of function, dysfunction or abnormality.
- 1.4 Perform (modifying if necessary) and record the results of necessary evaluative procedures to assess the function of appropriate systems including:
  —neurological;
  —musculoskeletal;
  —cardiovascular;
  —pulmonary;
  —integumentary.
- 1.5 Interpret the results of evaluative procedures.
- 1.6 Determine initially and on a continuing basis the nature and extent of the patient's need for treatment and the potential of the patient to respond to specific forms of treatment.

2.0 Develop a plan of action to meet the individual's

physical therapy needs.
- 2.1 Integrate scientific theory with the results of patient evaluation to establish realistic long- and short- term goals which correlate with each other and consider economic, cultural and social influences (within the community, family and patient) that may affect the outcome of the plan.
- 2.2 Develop viable alternatives for treatment.
- 2.3 Select the most appropriate procedures available in terms of clinical outcomes, cost effectiveness and potential for achieving long- and short-term goals.
- 2.4 Reassess the plan of action in relation to the patient's response and modify the plan as necessary.

3.0 Implement the physical therapy plan of action designed to: maintain and restore strength, endurance, coordination, relaxation and range of motion to:
—promote healing;
—relieve pain;
—improve functional level.
- 3.1 Determine the type, time and intensity of procedures to be used.
- 3.2 Determine the personnel preferred for the administration of each aspect of treatment.
- 3.3 Effectively perform treatment procedures in a manner appropriate to the patient's status.
- 3.4 Prepare patients, treatment area and equipment in a manner that assures the patient's dignity, safety, privacy and treatment efficiency.

4.0 Communicate appropriately and effectively with patients and families, colleagues and the public.
- 4.1 Consistently use effective written, oral and non-verbal communication skills.
- 4.2 Provide psycho-social support for patients and their families.
- 4.3 Function as an effective member of the health care team or other working group.
- 4.4 Recognize and respect individual, cultural, socio- economic and religious differences in people.
- 4.5 Recognize and understand one's own personal reaction to illness and disability.
- 4.6 Recognize and respond appropriately to the frustrations, anxieties and other stresses patients and families may experience as well as the mechanisms they employ to cope with those stresses.

5.0 Adhere to safe, ethical and legal practice.
- 5.1 Recognize and understand one's own limitations in the practice of physical therapy.
- 5.2 Recognize and understand the priority of safety in dealing with another individual's physical and mental well-being.
- 5.3 Accept responsibility for one's own actions and their consequences.
- 5.4 Make decisions within the scope of practice as a physical therapist.

6.0 Apply the administrative principles of planning, organization, supervision, control and evaluation while working within or managing a physical therapy service.
- 6.1 Demonstrate effective leadership and supervisory techniques.
- 6.2 Recognize the impact of external agencies or departments on the management of a physical therapy service and respond to those agencies or departments with appropriate actions.
- 6.3 Plan a physical therapy service in any setting.
- 6.4 Appreciate the importance of good management practice to the daily operation of a physical therapy service.

7.0 Apply the basic educational concepts of teaching within the clinical practice of physical therapy.
- 7.1 Recognize and appreciate the pervasive nature of education in the clinical practice of physical therapy.
- 7.2 Develop clear, concise and appropriate learning objectives for patient education, in-service and continuing education activities.
- 7.3 Select and implement appropriate teaching methods and learning activities to accomplish stated objectives for a given situation.
- 7.4 Evaluate the effectiveness of learning experences.

8.0 Apply the basic principles of statistics and research methodology within the practice of physical therapy.
- 8.1 Critically analyze new concepts and findings provided by others.
- 8.2 Use the scientific method to resolve simple problems related to the practice of physical therapy.
- 8.3 Accept the value of research in physical therapy.

9.0 Contribute to the quality of health of the community and to improvement of the effectiveness of the health care system of the community.
- 9.1 Recognize and respond appropriately to the problems and issues within physical therapy and the health care system of the community.
- 9.2 Effectively participate in the community in a manner that reflects an acceptance of the role of the physical therapist in the health care system.
- 9.3 Participate in and appreciate the function of appropriate national associations.

10.0 Accept that being a professional is a continuing process and assume responsibility for professional growth and development.
- 10.1 Assume the responsibility for one's own learning.
- 10.2 Perform in a manner which reflects an acceptance of the value of professional behavior.
- 10.3 Recognize the boundaries of the basic educational program and pursue a variety of resources to expand those boundaries in future professional growth and development.

Physical Therapist Assistant

Goal: The goal of the physical therapist assistant program is to enable the student to gain the knowledge and skills necessary to function effectively as a physical therapist assistant and be a contributing member of any physical therapy service.

Upon completion of the educational program the graduate will:

—Be able to function as a provider of health care services within the scope of physical therapy practice.

—Seek out opportunities to continue development of personal humanistic qualities while striving for excellence in personal and physical therapy activities.

—Be sensitive to the needs of each individual encountered as well as the changing health needs of society as a whole.

—Maintain a flexible attitude toward new developments in physical therapy.

Competencies: At the completion of this program the graduate should be able to:

1.0 Assist the physical therapist in determining the physical therapy needs of any patient referred for treatment by gathering data.
- 1.1 Perform and record standardized evaluation techniques.
- 1.2 Assist the physical therapist in the performance of complex evaluation procedures.
- 1.3 Recognize areas in which structures and function are normal or abnormal.
- 1.4 Recognize and report to the physical therapist changes in the patient's status that will affect the treatment plan.

2.0 Implement the designated physical therapy plan of action.
- 2.1 Apply designated treatment procedures in an effective manner that reflects an understanding of each patient's status (physical, emotional, cultural, socio-economic).
- 2.2 Assist the physical therapist in performing complex treatment procedures.
- 2.3 Prepare patients, treatment area and equipment in a manner that assures the patient's dignity, safety, privacy and treatment efficiency.
- 2.4 Recognize and respond to acute changes in the patient's physiological or emotional state.
- 2.5 Modify treatment procedures as indicated by the patient's response.

3.0 Communicate appropriately and effectively with patients and families, colleagues and the public.
- 3.1 Consistently use effective written, oral and non-verbal communication skills.
- 3.2 Provide desired psycho-social support of patients and their families.
- 3.3 Function as an effective member of the health care team or other working group.
- 3.4 Recognize and respect individual, cultural, socio- economic and religious differences in people.
- 3.5 Recognize and understand one's own personal reactions to illness and disability.
- 3.6 Recognize and respond appropriately to the frustration, anxieties and other stresses patients and families may experience as well as the mechanisms they employ to cope with those stresses.

4.0 Adhere to safe, ethical and legal practices.
- 4.1 Recognize and understand one's own limitation in practice as a physical therapist assistant.
- 4.2 Make decisions within the scope of practice as a physical therapist assistant.
- 4.3 Recognize and understand the priority of safety in dealing with another individual's physical and mental well- being.
- 4.4 Accept responsibility for one's own actions and their consequences.

5.0 Participate in the effective operation of a physical therapy service under the direction of a physical therapist.
- 5.1 Perform clerical functions which contribute to the efficient operation of a physical therapy department.
- 5.2 Appreciate the importance of good management practices in the daily operation of a physical therapy service.
- 5.3 Perform appropriate maintenance functions designed to maintain:
  —equipment and supplies
  —appropriate environmental conditions
- 5.4 Effectively supervise other supportive personnel.

6.0 Apply selected educational procedures in patient, staff and clinical education.
- 6.1 Recognize the importance of teaching as a function of the physical therapist assistant.
- 6.2 Implement appropriate teaching methods to accomplish stated goals for a given situation.

7.0 Function as an effective health care provider within the community and health care system.
- 7.1 Understand the basic organization and function of the health care system.
- 7.2 Recognize major issues and trends which have influence on the field of physical therapy.
- 7.3 Interpret within the community the profession of physical therapy and the role of the physical therapist assistant.
- 7.4 Participate in and appreciate the function of appropriate national professional associations.

8.0 Accept that being a health care provider is a continuing process and assume responsibility for continued development.
- 8.1 Assume responsibility for one's own learning.
- 8.2 Perform in a manner which reflects an acceptance of the value of becoming a physical therapist assistant.
- 8.3 Accept the value of and participate in activities for continued development:
  participate in appropriate continuing education programs;
  read and interpret appropriate literature;
  discussion with colleagues.

Master of Health Education

The objective of the program is to prepare academic and clinical faculty for associate-degree and entry-level programs in physical therapy. Students who have completed their education as physical therapists are provided a graduate-level program to meet their specific needs and objectives to become more highly skilled educators and practitioners.

Accreditation

The bachelor of science program is accredited by the Commission for Accreditation of Physical Therapy Education. Graduates are eligible to take the licensing examination required to practice physical therapy.

The associate of science program is accredited by the Commission for Accreditation of Physical Therapy Education. Graduates are eligible to take the licensing examination required to practice as a physical therapist assistant.

Academic Promotion and Graduation

Refer to the General Information section of this catalog.

Final grades for academic courses and units taught by the physical therapy faculty are given on an A, B, C, or F scale. The grade of D is not acceptable in any course taught by MCG faculty. If a student earns a D in a course taught outside the Department of Physical Therapy, the grade is considered a failing grade and the student is subject to dismissal from the program.

Students must meet the minimum level of proficiency established for each course or unit. Minimal level of proficiency is usually at the 75 percent or 80 percent level (as specified by each instructor) of correct responses in written, oral, and/or practical examinations plus satisfactory completion of other course requirements. This applies to courses taught by the physical therapy faculty.

Satisfactory progress through the curriculum depends on satisfactory completion of each course/unit at the time the course/unit is offered.

Incompletes may be given in any course or unit under extenuating circumstances at the discretion of the instructor(s). Incompletes must be made up in accordance with MCG policy.

A student who earns a grade of F in any course or unit is subject to dismissal from the program.

Non-academic Exclusion

A student may be denied permission to continue enrollment in the Department of Physical Therapy if, in the opinion of the faculty, the student's knowledge, character or mental or physical fitness casts grave doubts upon his potential capacities as a physical therapist assistant, physical therapist, or physical therapy educator.

Financial Aid

Refer to General Information section of this catalog.

In addition to sources of financial aid available to all college students there may be aid available specifically for students enrolled in the physical therapy curriculum. For more information contact: Chairperson, Department of Physical Therapy, Medical College of Georgia.

Associate of Science Degree

Admission Requirements

Applicants may attend any accredited college or univesity for the freshman year; however, all requirements of the Medical College of Georgia must be met. Preference will be given those applicants with demonsrated superior academic ability. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to ensure completing the necessary prerequisites. It is suggested that applicants obtain some knowledge of the field of physical therapy through practical experience before interview. Accepted students are admitted to the program at the beginning of each fall quarter.

Specific Requirements

The curriculum for the freshman year must show a minimum of 45 quarter hours of acceptable work including the following courses:

Humanities	*Quarter Hours*
Composition	5
Humanities (select from courses in art, creative writing, humanities, languages, literature, music, religion, journalism, and speech)	5
Total	*10*

Mathematics and Natural Sciences	*Quarter Hours*
Physical science or physics	5
General biology (with lab)	5
Mathematics	5
Total	*15*

Social Sciences	*Quarter Hours*
Psychology	5
History	5
Political science	5
Total	*15*

Major Area (Electives)	*Quarter Hours*
(Select from any area of interest. The Department of Physical Therapy encourages flexibility in meeting admission requirements. Students are encouraged to take courses in a broad spectrum rather than concentrate all their effort in the sciences.)	5
Total	*5*

Total Quarter Hours	**45**

Application Procedures

Application forms may be obtained from the Office of Undergraduate Admissions.

Applications should be submitted between January 1 and May 1 of the year of anticipated enrollment. Early application is recommended. A transcript should be sent at the end of each quarter as completed. No application fee is required.

1. Applications must be filed no later than May 1 of the year in which one is applying for admission in August.
2. A personal interview will be scheduled for the prospective student after application and transcripts have been filed.
3. Applicants must have completed, or submit a plan to complete before initial enrollment, at least 45 quarter hours (30 semester hours) exclusive of physical education with a minimum average (on a 4.0 system) of C (2.0) overall and a minimum grade of C in all mathematics and science courses.
4. A grade of D is accepted only at the discretion of the department. Class size is limited and not all applicants who meet minimum requirements may be selected. Selection of applicants begins in May of each year.

Estimated Additional Expenses* Specific to Physical Therapist Assistant

Students accepted must be prepared to travel to facilities throughout the United States to complete the clinical practicum during the sophomore year of study. These figures are based upon the normal experience of our students. In some cases, costs may be higher. Travel costs can be $1,000 higher or more, depending on clinical practicum site. Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

	Sophomore Year
Books/supplies	$ 569
Uniforms	100
Students professional liability insurance	15
Other (travel for clinicals)	460
Total	*$ 1,684*

*Matriculation and other fees are stated in the General Information section of this catalog.

Curriculum

At the Medical College of Georgia, physical therapist assistants' education involves a 13-month (four-quarter) course of study after completion of one year at an accredited college.

The curriculum covers the sophomore year only, leading to an associate of science degree with a major in physical therapist assistant. Integrated within the 13 months of classroom and laboratory experiences are student internships at clinical facilities in various parts of the country.

The curriculum has been planned to meet the standards for physical therapist assistant education established by the Commission for Accreditation of Physical Therapy Education.

Starting with fall quarter of the sophomore year, the curriculum is divided into a unit system rather than quarters. The student's time off is between units and may differ from that of the rest of the School of Allied Health Sciences. For a better understanding of this catalog, however, the courses have been outlined in quarters. The specific order of the courses may change depending on faculty availability among the department's programs. The following schedule is offered as a sample schedule:

Sophomore Year

Fall Quarter		Credit Hours
PTA 201	Functional Anatomy	6
PTA 202	Human Physiology	6
PTA 203	Introduction to Health Care	3
PTA 240	Clinical Practicum I	1
PTA 220	Topics in Physical Therapy I	5
	Total	*21*

Winter Quarter		Credit Hours
PTA 221	Topics in Physical Therapy II (Unit 2 Orthopedics & Unit 3 Chronic Dysfunction)	14
PTA 241	Clinical Practicum II	1
PTA 245	Health Care Communications	5
	Total	*20*

Spring Quarter		Credit Hours
PTA 222	Topics in Physical Therapy III (Unit 4 Spinal cord & Unit 5 PVD)	7
PTA 242	Clinical Practicum III (full-time)	5
PTA 231	The Health Care System	4
	Total	*16*

Summer Quarter		Credit Hours
PTA 223	Topics in Physical Therapy IV (Unit 6 Cardiopulmonary and Unit 7 Neurology)	11
PTA 243	Clinical Practicum IV (full-time)	6
	Total	*17*

Bachelor of Science Degree

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; all requirements of the Medical College of Georgia must be met. Preference will be given to applicants who have demonstrated superior ability in all academic areas. In planning coursework for the first two years, the student should seek a broad base of experiences to help identify areas of interest and competence and give a wide background to meet the varied challenges of modern society. It is strongly suggested that applicants obtain some knowledge of the field of physical therapy through practical experience before interview. Physical therapy is a profession which requires a knowledge of human behavior, physical and psychological, and a knowledge of man's history, literature, art, music, communicative skills, society past and present, economic problems, educational patterns and business methods. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to ensure completing the necessary prerequisites. Students are admitted to the program fall quarter each year.

Specific Requirements

The Department of Physical Therapy encourages flexibility in meeting its requirements. In addition to general admission requirements by the Medical College and the School of Allied Health Sciences, students are encouraged to take courses that interest them. All students must complete the core curriculum below prior to entering MCG.

Humanities	*Quarter Hours*
Composition	5
Literature	5
Humanities (select from courses in art, creative writing, humanities, languages, music, literature, religion, journalism, speech.)	10
Total	*20*

Mathematics and Natural Sciences	*Quarter Hours*
Mathematics (select from college algebra, trigonometry, advanced mathematics.)	5
Biology (select two laboratory courses in general biology, zoology, comparative anatomy, embryology, genetics. The third biology does not require a laboratory. Only one botany course will be accepted in this area.)	15
Total	*20*

Social Sciences	*Quarter Hours*
History	5
Political science	5
Psychology	10
Total	*20*

Courses Supportive to Physical Therapy	*Quarter Hours*
Physics with lab (Select two courses with laboratories covering mechanics and electricity. Other laboratory courses may include heat, light, sound and magnetism.)	10
Electives (Select elective courses from anthropology, geology, geography, economics, psychology, sociology, history, chemistry. The chemistry requirement may be satisfied if the student has a high school course in which C or better was earned. However, if the student had no high school chemistry, one college course with a laboratory will be required.)	20
Total	*30*

Total Quarter Hours	***90***

Application Procedures

Application forms may be obtained from the Office of Undergraduate Admissions.

Applications should be submitted between Sept.1 and February 1 prior to anticipated enrollment. Early application is recommended. Applicants should submit a list of current and/or planned courses and credits. No application fee is required.

1. Applications must be filed no later than February 1; all procedures must be completed by February 1 of the year in which one is applying for admission in September.
2. The Department of Physical Therapy may require a personal interview as part of the application procedure. Due to the large number of qualified applicants, not all applicants are invited to interview. Interviews are scheduled monthly from January through March.
3. Applicants must have completed, or submit a plan to complete before initial enrollment, at least 90 quarter hours (60 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of C (2.0) overall and C+ (2.5) in the sciences and mathematics.
4. A grade of D is accepted only at the discretion of the department.

Selection of applicants who meet admission requirements begins in April of each year. Applicants will be notified of final action on their application in April.

Estimated Additional Expenses* Specific to Physical Therapy

Students accepted into the program must be prepared to travel throughout the United States to complete the internship requirements during the senior year of study.

Some travel will also be required to facilities in the southeast during the junior year. These figures are based upon the normal experience of our students. In some cases, costs may be higher. Travel costs can be $1,000 higher or more, depending on the senior-year internship site. Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

		Junior Year
Senior Year		
Books/supplies	$ 563	$ 292
Uniforms	50	125
Student professional liability insurance	15	15
Other (travel for clinicals)	600	1,200
Total	*$ 1,228*	*$ 1,632*

*Matriculation and other fees are stated in the General Information section.

Curriculum

The curriculum covers the junior and senior year including the intervening summer, leading to a bachelor of science degree with a major in physical therapy. Detailed study of normal human function, structures and systems is integrated with study of various pathological conditions which interfere with function. The medical, surgical and therapeutic procedures which are used to help the patient regain the maximum function possible are additional topics of study. Students are also introduced to basic research procedures, supervisory and management activities and educational systems in health care.

Classroom, laboratory, clinical and independent study experiences are provided. Clinical facilities are selected to provide a broad base of experiences in a variety of settings.

Starting winter quarter in the junior year, the curriculum is divided into a unit system rather than quarters. Student's time off is between units and may differ from the rest of the School of Allied Health Sciences. For the better understanding of the catalog, however, the courses have been outlined in quarters. The specific order of courses may change depending on faculty availability among the department's programs. The following is offered as a sample schedule.

Junior Year

Fall Quarter		*Credit Hours*
ANM 350	Musculoskeletal Anatomy	7
PHY 311	Principles of Human Physiology	5
PT 310	Dynamics of Human Movement	11

Winter Quarter		*Credit Hours*
PT 313	Musculoskeletal Problems 1	9
PT 340	Health Care Communications	5

Spring Quarter		*Credit Hours*
PT 315	General Medical Problems 1	8
PT 320	Clinical Experience I	2
PT 341	Professional Issues	3

Summer Quarter		*Credit Hours*
PT 415	Musculoskeletal Problems 2	12
PT 417	General Medical Problems 2	6
PT 418	General Medical Problems 3	6
PT 430	Research in Physical Therapy	5
PT 435	Life Span Development	5

Senior Year

Fall Quarter		*Credit Hours*
PT 413	Neurological Problems	14
PT 420	Clinical Experience A	4
PT 434	Teaching/Learning Processes	3

Winter Quarter		*Credit Hours*
PT 421	Clinical Experience B	6
PT 432	Designs for Administration	6

Spring Quarter		*Credit Hours*
PT 422	Clinical Experience C	6
PT 431	Health Care Issues	4
PT 441	Case History Review	2
PT 442	Independent Study	2

Master of Health Education

The Department of Physical Therapy provides an educational program at the graduate level to prepare physical therapists for careers as clinical or academic educators. An applicant must have at least two years of experience as a practicing physical therapist and be accepted for admission by the dean of the School of Graduate Studies. Upon completion of requirements, candidates are awarded the degree of master of health education.

For details refer to School of Graduate Studies section of this catalog.

Physician Assistant

The physician assistant is a skilled professional qualified by academic and clinical training to provide medical and health-care services under the supervision of a licensed physician. In most settings physician assistants obtain medical histories, perform physical examinations, order and interpret laboratory and other diagnostic studies and assess and manage common illnesses. Disease prevention and health promotion activities, counseling and patient education are other important services provided by physician assistants.

Practice options for the certified physician assistant are as varied as the many disciplines within the field of medicine. The Medical College of Georgia physician assistant program offers a comprehensive (generalist) education which allows graduates to become employed in many specialty areas. Individually negotiated roles are determined by the needs of the medical practice and community, interests and training of the supervising physician and the physician assistant and state regulations.

Physician assistants in the state of Georgia practice under the provisions of the Physician Assistant Act, the Rules of the Composite State Board of Medical Examiners and an approved job description. Successful completion of the National Certifying Examination for Physician Assistants is required.

Accreditation

The Physician Assistant Program is fully accredited by the American Medical Association, Committee on Allied Health Education and Accreditation.

Admission Requirements Policy

Applicants may attend any accredited college or university for the freshman and sophomore years; however, all requirements of the Medical College of Georgia must be met. The physician assistant admissions committee selects those individuals judged to have the greatest potential for success in the program and profession.

Consideration is given to the totality of all credentials including: (1) the demonstrated level and pattern of academic achievement, (2) SAT or ACT scores, (3) recommendations provided by individuals of the applicant's choosing, (4) assessment of the less tangible qualities of personality, maturity, knowledge of physician assistant profession and motivation. These latter qualifications are assessed by means of personal interview conducted by invitation only. Previous health-care experience is desirable but not required.

Academic Requirements

Consideration for admission is given to all applicants who can meet the following specific criteria by the time of enrollment:

1. A minimum combined score of 800 on the Scholastic Aptitude Test (or comparable ACT scores). This requirement is waived for candidates who hold a bachelor's degree.
2. A minimum cumulative grade point average of 2.00 (4.0 scale) both overall and in attempted math/science courses. Physical education courses are not included in the computation of the cumulative grade point average.
3. Ninety quarter (60 semester) hours of transferable credit from an accredited institution. All students must complete the core curriculum below prior to entering MCG.

Humanities	*Quarter Hours*
Composition	5
Literature	5
Electives (suggested electives: art, literature, music, philosophy, foreign language, religion)	10
Total	*20*

Mathematics and Natural Sciences	*Quarter Hours*
Chemistry with lab (for science majors)	10
Organic chemistry (survey course preferred)	5
Algebra	5
Total	*20*

Social Sciences	*Quarter Hours*
History*	5
Political science*	5
General psychology	5
Electives (suggested electives in order of preference: general sociology, psychology, history)	5
Total	*20*

Courses Supportive to Physician Assistant Major	*Quarter Hours*
General biology (for science majors)	10
Electives (although not encouraged, non-science electives will be considered. Suggested electives in order of preference: anatomy, physiology, microbiology, histology, genetics, zoology, biology, embryology, physics)	20
Total	*30*
Total Quarter Hours	***90***

*These courses must satisfy Georgia legislative requirements. The state of Georgia requires that any student receiving a degree from any institution in the University System will have demonstrated a proficiency in United States and Georgia constitution and history. Exemption examinations may be taken by both in- and out-of-state students; however, no credit hours are earned by examination. Electives may be substituted for these courses if these requirements have been met by the exemption examination.

Technical Standards for Admission

Qualification for admission to, and graduation from, the Medical College of Georgia, School of Allied Health Sciences, requires satisfaction of the following technical standards:

1. Sufficient intellectual capacity to fulfill the curricular requirements of the various basic medical science and clinical courses.
2. Ability to effect multimodal communication with patients, colleagues, instructors and other members of the health care community.
3. The physical ability to learn and implement the various technical skills required by the faculty to facilitate preparation for the dependent practice of medicine and the provision of health care.
4. Sufficient emotional stability to withstand the stress, uncertainties and changing circumstances that characterize the dependent practice of medicine.

Technical standards have been developed by the Physician Assistant Department for use in evaluation of prospective students. These standards are admissions guidelines and are subject to continuing revision and improvement.

Application Procedures

Information and application forms may be obtained from the Office of Undergraduate Admissions, Medical College of Georgia, Augusta, Georgia 30912.

Applicants are encouraged to contact the Physician Assistant Department for information regarding the program and assistance in the application process.

The application deadline is Jan. 1. Applications received after this date are considered only on a space-available basis. Because applications are reviewed continuously beginning in the fall, early application is encouraged. Applicants who are not selected may reapply for future consideration. Preference is given to Georgia residents.

Personal interviews are required and will be scheduled by the Physician Assistant Department.

Estimated Additional Expenses Specific to the Physician Assistant Department

These figures are based upon the normal experience of our students. In some cases, costs may be higher.

	First Year	*Second Year*
Books and supplies	$ 555	$ 194
Instruments	729	—
Uniforms	48	48
Other (travel, graduation, etc.)	175	243
Professional liability insurance	61	61
Certifying examination fee	—	410
Total	*$1,568*	*$956*

Financial Aid

See General Information section of this catalog.

Curriculum

The curriculum of the Department of Physician Assistant as presented below can be completed during 24 consecutive months. Due to the dynamic nature of the profession, required courses and clinical rotations may change. Curricular changes may result in additional requirements. Students are responsible for completion of all requirements deemed appropriate by the faculty. The program is conducted as a sequence of three phases; Phase I is the only period of training which is completed entirely on the MCG campus. (See Special Needs below)

Phase I consists of both basic science and clinically related didactic courses. It is provided during the fall, winter and spring quarters of the first year. The fall quarter is extended from mid-August to mid-December.

All courses are required and must be successfully completed prior to beginning Phase II.

August		*Credit Hours*
ANM 332*	Systemic Anatomy	7

Fall Quarter		*Credit Hours*
CMB 311*	Physiology I	5
PAD 302	Medical Terminology	1
PAD 308	Physical Diagnosis	6
PAD 328	Clinical Medicine I	7
PAD 347	Communication Skills for Physician Assistants	2
	Total	*28*

Winter Quarter		*Credit Hours*
ANM 331*	Neuroanatomy	6
CMB 312*	Physiology II	5
PAD 329	Clinical Medicine II	9
PAD 348	Psychosocial Issues in Health Care	2
	Total	*22*

Spring Quarter		*Credit Hours*
CMB 310*	Microbiology	5
PHM 303*	Pharmacology	5
PAD 331	Clinical Medicine III	9
PAD 343	Surgical and Acute Care	4
PAD 326	PA Seminar	1
	Total	*24*

*See School of Medicine for course descriptions.

Phase II consists of four consecutive quarters of required clinical rotations (completed during the first summer through the second spring quarter); and 6 weeks of elective clinical rotation(s). Required didactic courses are presented as on campus seminars between clinical rotations.

Required Clinical Rotations		*Credit Hours*
PAD 404	Internal Medicine	12
PAD 418	Surgery	12
PAD 403	Family Medicine	12
PAD 405	Pediatrics	12
PAD 406	Obstetrics & Gynecology	12
PAD 420	Emergency Medicine	12
PAD 407	Mental Health	12
PADE	Elective	12
	Total	*96*

Required Didactic Courses		*Credit Hours*
PAD 421	Advanced Cardiac Life Support	1
PAD 422	Concepts in Health Care Delivery	1
PAD 423	Geriatrics	1
PAD 424	Health Promotion and Disease Prevention	2
PAD 426	Clinical Pharmacology	1
	Total	*6*

Phase III is the final phase of training prior to graduation. It consists of a seven-to-eight-week clinical preceptorship (PAD 401) during which the student is expected to integrate the knowledge, skills and experience gained during his or her formal training. The preceptorship site is selected by the student and is served during either the summer or fall quarter following completion of Phase II. The scheduling of the preceptorship is dependent on the number and duration of electives. It is ideal for this required experience to be completed in the practice with which the student anticipates employment immediately following graduation.

Academic Promotion and Graduation

Graduation and uninterrupted progress through the curriculum requires that the student obtain a grade of C or higher in each required course. Continued enrollment may be denied for failure to successfully complete any required course at the time it is offered.

After successful completion of the program, the student is awarded a bachelor of science degree as a physician assistant and is eligible to sit for the National Certifying Examination offered by the National Commission on Certification of Physician's Assistants. Students and PA graduates with a bachelor of science degree will be eligible to apply to the School of Allied Health Sciences Masters of Science program projected to receive final approval Spring of 1993.

Special Needs

All students must be prepared to travel to facilities in Georgia and South Carolina during Phases II and III. Financial assistance for these additional expenses cannot be guaranteed.

Radiologic Technologies

General

Radiologic Technologies is a comprehensive term that applies to the science of administering ionizing radiation and other forms of energy to provide technical

information and assistance to the physician for the diagnosis and treatment of diseases and injuries. This field offers four specific career paths: radiography (X-ray), nuclear medicine technology, radiation therapy technology and diagnostic medical sonography. Most of these careers are among imaging modalities, producing film products of human anatomy and/or physiology. Computer tomography (CT) and magnetic resonance imaging (MRI) are among the newest imaging technologies in these radiologic sciences. Although they are closely related, each involves special instrumentation, techniques of application, safety practices and patient services.

The *radiographer* examines the patient for broken bones, ulcers, tumors, diseases or malfunctions of various organs by producing diagnostic images, ready for the physician's interpretation. In many instances, the radiographer works independently, while for some advanced procedures the radiologist and radiographer work together as a team. Responsibilities include: image production through positioning of patients and operation of clinical instrumentation, radiation safety, patient care, quality control and image manipulation and processing.

Employment opportunities are abundant and varied for qualified radiographers, including work in hospitals, physician's offices, public health projects, industrial medical clinics and industrial radiography.

The *nuclear medicine technologist* aids in the diagnostic process by producing images or dynamic studies of the function and structure of the patient's body organs through the use of radioactive pharmaceuticals. Responsibilities include: radiation safety, quality control, radiopharmaceutical preparation and administration, performance of clinical diagnostic studies, collection and preparation of biologic specimens, conduction of laboratory studies and operation of computers for data analysis.

Nuclear medicine technologists find numerous job opportunities in hospitals, outpatient clinics, cardiology clinics, public health institutions, research institutions and in the sales and installation of new equipment and products.

The *radiation therapy technologist* is a professional who possesses the knowledge and skills to accurately administer high energy X-rays for therapeutic purposes. Responsibilities of this technologist may include: delivering a planned course of radiotherapy with minimum supervision, assurance of the safety of patients and other personnel, quality control, maintenance of treatment records and assisting with patient treatment planning.

Employment opportunities abound for the certified radiation therapy technologist who is qualified to work in major cancer treatment centers, hospitals having high-energy radiation units for therapy and research facilities.

The *diagnostic medical sonographer* provides the supervising physician (sonologist) with medical images and physiologic data by use of diagnostic sound waves. The sonographer applies a knowledge of human anatomy and patho- physiology to the production of images that are individualized to meet specific patient situations and needs.

Sonographer responsibilities include: image production through patient positioning and operation of clinical instrumentation, patient care, quality control, technical assistance with interventional procedures, image manipulation and processing and the preliminary interpretation of the ultrasound examination for the sonologist.

Increasing demand for sonographic services has provided sonographers with job opportunities in various service divisions of hospitals and medical clinics, physician's offices, public health institutions and research facilities.

Objectives

The Department of Radiologic Technologies offers education in the four modalities in a variety of formats that provide multiple career pathways for radiologic professionals.

Associate curricula prepare persons toward certification as entry-level technologists in radiography, nuclear medicine, or radiation therapy technology. These certified technologists fill critical positions in many kinds of health care facilities.

Certificate curricula provide intense specialized education in nuclear medicine, diagnostic medical sonography or radiation therapy for select individuals with previous medical certification. Individuals with a baccalaureate degree, which includes credits in certain math/science requirements, may also be eligible to matriculate in programs leading to certification in nuclear medicine or sonography. Multi-competency technologists serve in expanded roles with such dual-service capabilities.

Baccalaureate curricula provide dynamic programs of advanced specialty education for certified technologists who seek the concepts and skills of the administrative, educational, technical or scientific professional. Selected study in these topics allows technologists to fill expanded roles within the system of radiologic service.

The faculty of the department strives to promote public awareness of the professions and to meet the needs of the professions and the community through education, research and service.

Accreditation

Programs offered through radiologic technologies are approved by the Board of Regents of the University System

of Georgia and are accredited by the Committee on Allied Health Education and Accreditation, where applicable.

Admission Requirements

Entering class size is limited, so early application is advised. Applicants who meet minimum qualifications are scheduled for a personal interview. Factors considered in selection include academic record and achievement, knowledge of the career(s), SAT/ACT or placement exam scores where applicable, recommendations and evaluations from the personal interview.

The department has developed technical standards for the psychomotor capabilities required for each career area. Individuals will be evaluated according to the standards, which are available upon written request.

Specific admissions requirements and course prerequisites for individual programs can be obtained from the program director of the division for which application is sought.

Application Procedures

Application must be made though the Office of Undergraduate Admissions. All programs except one begin with fall quarter. Select applicants for the associate radiography program may start in winter quarter (see program section).

Refer to the General Information section of the catalog for additional information.

Estimated Fees and Expenses

Information regarding quarterly tuition and fees for residents and non-residents is found in the General Information section of the catalog. Generally, uniforms are required as a one-time program expense; and annual fees such as professional dues, liability insurance and campus parking should be anticipated in addition to quarterly textbook expenses.

Information on financial aid is in the General Information section of the catalog.

Academic Standards

Refer to the General Information section for institutional academic standards.

Students in all departmental programs must obtain a grade of C or better in required major area courses to receive program credit. (Major area courses are 1) all professional courses, 2) math/science courses in the core area and 3) area IV courses in programs where applicable. Additionally, certain moral, ethical and behavioral standards are expected of students aspiring to careers in health science. The department therefore requires compliance with policies and procedures which govern conduct both as a student in the college and as a student in a professional program. These regulations are considered academic standards within the scope of clinical practicum courses in the curriculum. Specific policies and procedures are given to the student upon matriculation.

The student who receives a D or F in clinical practicum may be denied permission to continue in subsequent clinical practicum. The department promotions committee will review the student's performance and will make an appropriate recommendation.

Graduation Requirements

The General Information section contains institutional graduation requirements for all degree candidates. Each program has an identified curriculum which must be successfully completed, which includes a designated number of clinical experience hours, as well as competency assessments. Specific data is given to each student upon enrollment. Due to the dynamic nature of these technological services, periodic revision of curricula is performed. In the event necessary curricular/graduation requirement changes are applied to enrolled students, such changes will be made known to the students. It is then the responsibility of each student to meet the specified requirements. In such circumstances every effort will be made to minimize possible negative impact on a student's curricular plans, especially as pertains to anticipated time of program completion.

Programs

Courses of study available through the Department of Radiologic Technologies are:
Associate of Science in Radiography
Associate of Science in Nuclear Medicine Technology
Associate of Science in Radiation Therapy Technology
Certificate in Nuclear Medicine Technology
Certificate in Radiation Therapy Technology
Certificate in Diagnostic Medical Sonography
Bachelor of Science in Radiologic Technology
Bachelor of Science in Nuclear Medicine Technology
Bachelor of Science in Diagnostic Medical Sonography
Bachelor of Science in Radiation Therapy Technology

Associate Curricula

These are two-year programs (six to seven quarters for radiography) open to qualified high school graduates with or without previous college credit. The programs lead to certification in radiography, nuclear medicine, or radiation therapy. Applicants should have a strong math/science academic background and a college preparatory curriculum. Each program includes didactic and professional

courses, as well as clinical experience (practicums) under the supervision of technologists in area hospitals.

Applicants must have SAT or converted ACT subscores of 400 in both verbal and math; or must evidence satisfactory scores in the Collegiate Placement Exam (CPE); or must show satisfactory completion of algebra and English composition through a regionally accredited college. Applicants with college background must be in good academic standing at the last college attended and must not be on probation for the last period of enrollment. A quarter/semester grade point average of less than 2.0 on a 4.0 scale is considered probationary by the department. Details regarding tests and score requirements are available upon request.

Associate of Science Degree—Radiography

The radiography (X-ray) program is six to seven quarters in length and is offered with two tracks. Track one is for applicants with a high school background only and includes the liberal arts components of the associate degree. Students begin in September.

Track two is for applicants with transferable college coursework in the following:

	Quarte Hours
English composition	5
Algebra	5
Social science*	5
Anatomy**	5

*U.S. and Georgia history and constitution requirements must be met for the associate degree. These may be satisfied by course or by exam; however, a total of five quarter hours in the social science area is required.

**Most liberal arts colleges offer a science course sequence titled Anatomy and Physiology I and II. All human anatomy is prerequisite for a winter quarter program start; therefore, the entire course sequence (2 courses) may be necessary to meet the requirement.

Track two students begin in December.

Graduates are eligible to sit for the certification examination in radiography offered by the American Registry of Radiologic Technologists.

Curriculum

Fall 1 (Track 1 only)		*Quarter Hours*
	Liberal Arts (English Composition I)	5
	Liberal Arts (American History)*	5
	Anatomy	5
	Total	*15*

Winter 1 (Track 1 & 2)		*Quarter Hours*
	Physiology (where applicable)	(6)
RSC 111	Introduction to Radiologic Professions	2
RTR 111	Radiographic Procedures I	5
RTR 131	Radiologic Science I	2
RTR141	Clinical Practicum	3
	Total	*12–18*

Spring 1 (Track 1 & 2)		*Quarter Hours*
RTR 112	Radiographic Procedures II	4
RTR 121	Radiographic Technique I	4
RSC 233	Radiation Health	3
RTR 142	Clinical Practicum	4
	Total	*15*

Summer 1 (Track 1)		*Quarter Hours*
	Liberal Arts (Algebra)	5
	Liberal Arts (American Government)*	5
RTR 143A	Clinical Practicum	4
	Total	*14*

Summer 1 (Track 2)		*Quarter Hours*
RTR 143B	Clinical Practicum	8
	Total	*8*

Fall 2 (Track 1 & 2)		*Quarter Hours*
RTR 211	Radiographic Procedures III	3
RTR 221	Radiographic Technique II	3
RSC 113	Psychology of the III	2
RTR 241	Clinical Practicum	5
	Total	*13*

Winter 2 (Track 1 & 2)		*Quarter Hours*
RSC 202	Imaging & Therapeutic Modalities	2
RTR 242	Clinical Practicum	7
RTR 231	Radiologic Science II	3
	Total	*12*

Spring 2 (Track 1)		*Quarter Hours*
RTR 251	Seminar	4
RTR 243	Clinical Practicum	8
	Total	*12*

Spring 2 (Track 2)		*Quarter Hours*
RTR 251	Seminar	4
RTR 243	Clinical Practicum	4
	Total	*8*

*History and constitution graduation requirements must be met. These may be satisfied by course or by examination; however, a total of five quarter hours of social science is required.

Associate of Science Degree—Nuclear Medicine Technology

Applicants must show evidence of ability to be successful in college algebra prior to admission. Applicants who have already completed the required liberal arts curriculum may complete the professional curriculum in four or five quarters.

Graduates are eligible to sit for the registries listed under the Certificate-Nuclear Medicine Technology Program.

Curriculum

Fall 1		*Quarter Hours*
NMT 141	Introduction to Clinical Practicum	3
RSC 113	Psychology of the II	I
ANM 310	Survey of Human Anatomy	5
	College Composition I*	5
	Total	*15*

Winter 1		*Quarter Hours*
NMT 142	Clinical Practicum	2
PHY 210	Introductory Human Physiology	6
	College Algebra*	5
RSC 111	Introduction to Radiologic Professions	2
	Total	*15*

Spring 1		*Quarter Hours*
AHS 310	Biomedical Ethics	2
NMT 143	Clinical Practicum	3
	Physical Science or Physics*	5
	American Government*	5
	Total	*15*

Summer 1		*Quarter Hours*
NMT 144	Clinical Practicum	4
	General Chemistry I*	5
	U.S. History*	5
	Total	*14*

Fall 2		*Quarter Hours*
PCS 231	Introduction to Radiation Physics	4
PCS 221	Computers in Radiologic Sciences or Basic Programming*	3
NMT 241	Clinical Practicum	6
NMT 211	In vivo Nuclear Medicine I	5
	Total	*18*

Winter 2		*Quarter Hours*
PCS 232	Nuclear Instrumentation	5
NMT 212	In vivo Nuclear Medicine II	5
NMT 242	Clinical Practicum	5
RSC 202	Imaging and Therapeutic Modalities	2
	Total	*17*

Spring 2		*Quarter Hours*
NMT 213	In Vitro Nuclear Medicine	4
RSC 233	Radiation Health	3
NMT 243A	Clinical Practicum	5
	Total	*12*

Summer 2		*Quarter Hours*
NMT 244	Clinical Practicum	10
NMT 201	Seminar	2
	Total	*12*
	Total Credit Hours	***118***

*Courses taught at Augusta College. U.S. and Georgia history and constitution requirements may be met by exam when students present alternate credit hours in social scineces.

Associate in Science Degree—Radiation Therapy Technology

An applicant must show evidence of ability to be successful in college math at the pre-calculus level. Graduates are eligible to sit for the radiation therapy certification examination offered by the American Registry of Radiologic Technologists.

Curriculum

Fall 1		*Quarter Hours*
RTT 201	Introduction to Radiation Therapy	4
ANM 310	Survey of Human Anatomy	5
MAT 107	College Algebra*	5
HIM 303	Medical Terminology	2
RTT 141	Clinical Practicum	1
	Total	*17*

Winter 1		*Quarter Hours*
AHS 310	Ethics for Allied Health Professionals	2
PHY 210	Introduction to Physiology	5
ENG 101	College Composition I*	5
RTT 142	Clinical Practicum	3
	Total	*15*

Spring 1		*Quarter Hours*
RTR 121	Radiographic Technique I	4
ENG 102	College Composition II*	5
POL 101	American Government*	5
RTT 143	Clinical Practicum	5
	Total	*19*

Summer 1		*Quarter Hours*
Mat 115	Pre-Calculus*	5
HIS 211	U.S. History*	5
RTT 144	Clinical Practicum	5
	Total	*15*

Fall 2		*Quarter Hours*
PCS 231	Introduction to Radiation Physics	4
MIS 210	Computing/Data Processing*	5
RSC 421	Pathology	3
RTT 241A	Clinical Practicum	5
	Total	*17*

Winter 2		*Quarter Hours*
RSC 202	Therapeutic Modalities	2
RTT 231	Dosimetry I	5
RTT 221	Radiation Oncology I	3
RTT 213	Quality Assurance	3
RTT 242A	Clinical Practicum	5
	Total	*18*

Spring 2		*Quarter Hours*
RTT 214	Radiation Therapy Simulation Procedures	2
RSC 233	Radiation Health	3
RTT 232	Dosimetry II	5
RTT 222	Radiation Oncology	3
RTT 243	Clinical Practicum	5
	Total	*18*

Summer 2		*Quarter Hours*
RTT 215	Seminar	5
RTT 244	Clinical Practicum	7
	Total	*12*
	Total Credit Hours	***131***

*Courses taught at Augusta College. U.S. and Georgia history and constitution requirements may be met by exam when students present alternate credit hours in social scineces.

Certificate Curricula

Certificate— Nuclear Medicine Technology

The 12-month curriculum in nuclear medicine technology is open to registered radiographers, registered medical technologists, registered nurses or suitably prepared persons with bachelor's degrees. Applicants should present credits in college algebra, physical science or physics, general chemistry and human anatomy and physiology. This program is designed for the technologist who primarily performs imaging procedures. Graduates are eligible to sit for the certification exams given by the American Registry of Radiologic Technologists and the Nuclear Medicine Technology Certification Board.

Curriculum

Fall		*Quarter Hours*
PCS 231	Introduction to Radiation Physics	4
NMT 211	In Vivo Nuclear Medicine I	5
NMT 241	Clinical Practicum	6
	Total	*15*

Winter		*Quarter Hours*
PCS 232	Nuclear Instrumentation	5
NMT 212	In Vivo Nuclear Medicine II	5
RSC 402	Cross-sectional Anatomy (elective)	3
NMT 242	Clinical Practicum	5
NMT 436	Computer Applications in Nuclear Medicine I	3
	Total	*18/21*

Spring		*Quarter Hours*
AHS 310	Biomedical Ethics	2
RSC 233	Radiation Health (for non RTS)	3
NMT 213	In Vitro Nuclear Medicine	4
NMT 243B	Clinical Practicum	6
NMT 437	Computer Applications in Nuclear Medicine II (elective)	3
	Total	*18*

Summer		*Quarter Hours*
NMT 201	Seminar	2
NMT 244	Clinical Practicum	10
	Total	*12*
	Total Credit Hours	***63–69***

Certificate— Radiation Therapy Technology

The 12-month curriculum in radiation therapy technology is open to certified radiologic technologists or, in limited circumstances, other suitably prepared health professionals. Graduates are eligible to sit for the certification examination offered by the American Registry of Radiologic Technologists.

Curriculum

Fall		*Quarter Hours*
PCS 231	Radiation Physics	4
MIS 210*	Computing/Data Processing	5
RSC 421	Pathology	3
RTT 201	Introduction to Radiation Therapy	4
RTT 241B	Clinical Practicum	4
	Total	*20*

Winter		*Quarter Hours*
AHS 310	Ethics for Allied Health Professionals	2
RSC 402	Cross-Sectional Anatomy	3
RTT 231	Dosimetry I	5
RTT 221	Oncology I	3
RTT 213	Quality Assurance	3
RTT 242B	Clinical Practicum	4
	Total	*20*

Spring		*Quarter Hours*
RSC 233	Radiation Health	3
RTT 214	Radiation Therapy Simulation Procedures	2
RTT 232	Dosimetry II	5
RTT 222	Oncology II	3
RTT 243	Clinical Practicum	5
	Total	*18*

Summer		*Quarter Hours*
RTT 215	Seminar	5
RTT 244	Clinical Practicum	7
	Total	*12*
	Total Credit Hours	***70***

*Courses taught at Augusta College.

Certificate—Diagnostic Medical Sonography

The 12-month curriculum is designed for those individuals previously qualified in a clinically related health profession. It provides professionals with the educational requirements and clinical experience to sit for the ARDMS certification examination in physics/general medicine and the imaging specialties of abdomen and obstetrics/gynecology. Observation (8-16 hours) in a sonology lab prior to consideration for acceptance may be required.

Academic Requirements

Applicants for admission must possess a high school diploma or equivalent and have qualification in a clinically related health profession, with a minimum of two years education in an accredited educational program. Examples of such professions are radiography, nuclear medicine technology, medical technology, nursing, etc. Due to limited space for students, admission is highly competitive. Therefore, a composite of an applicant's academic record, references, motivation and a personal interview is the major criteria for admission.

Specific Academic Requirements

1. Applicants must possess a minimum of 800 on the Scholastic Aptitude Test, or comparable ACT's. This requirement may be waived if the applicant has demonstrated an exceptional history of academic achievement.
2. Applicants must have completed college education in general anatomy and physiology (10 quarter hours), college English grammar and composition (10 quarter hours) and college algebra. Introductory physics and pre-calculus mathematics are highly recommended.
3. A minimum grade point average, for all post-secondary coursework, of 2.5 is required with a preferred math and science GPA of 3.0. Preference is given to those individuals with high scholastic abilities.
4. Certification in CPR is required before matriculation in the program.
5. Observation (eight to 16 hours) in a sonology lab may be required.

Curriculum

Fall Quarter		*Quarter Hours*
RSC 421	Pathology	3
PCS 221	Computers in Radiologic Sciences	3
DMS 311	Sonologic Applications (GYN)	4
DMS 302	Cross-sectional Anatomy	3
DMS 341	Clinical Practicum I (Instrumentation/Patient Care)	4
	Total	*17*

Winter Quarter		*Credit Hours*
PCS 335	Physics of Diagnostic Sonography	4
DMS 312	Sonologic Applications (OB)	4
DMS 313	Sonologic Applications (Abdomen)	4
DMS 335	Conference I	2
DMS 342	Clinical Practicum II	5
	Total	*19*

Spring Quarter		*Credit Hours*
DMS 351	Sonographic Survey	2
DMS 343	Clinical Practicum III	8
DMS 336	Conference II	2
AHS 310	Professional Ethics	2
	Total	*14*

Summer Quarter		*Credit Hours*
DMS 322	Special Topics	2
DMS 344	Clinical Practicum IV	9
DMS 337	Conference III	2
	Total	*13*
	Total Credit Hours	***61***

Baccalaureate Curricula

The Department of Radiologic Technologies offers baccalaureate programs in radiologic technology (radiography), nuclear medicine technology, radiation therapy technology and diagnostic medical sonography that provide education and experience for the expanded roles of technologists in specialized technology positions and in career advancement. In all programs, the

student is exposed to advanced science and instrumentation associated with the modality and advanced patient care and clinical roles. Courses in management, education, cross-sectional anatomy, statistics, research, computers and/or medical ethics expand the job performance capabilities and upward mobility potential of the baccalaureate technologist.

The curricular plans and entry pathways to the four programs vary to accommodate the most typical applicants to the programs. The nuclear medicine technology and diagnostic medical sonography programs, as 2 + 2 programs leading to professional certification, are open to qualified college juniors who have completed 90 quarter hours of transferable core courses at a regionally accredited college. See the program section(s) and/or contact the program director(s) for specific information. These programs may also be designed to accommodate certified technologists in their respective modalities who wish to obtain post-certification bachelor's degrees.

The baccalaureate programs in radiologic technology and radiation therapy technology are termed "post-certification" in that eligible applicants must be certified technologists in the respective modality at the time of application or by expected matriculation date at MCG. Individuals who desire to pursue a bachelor's degree in either of these careers but who possess a general liberal arts college background only, should apply rather to the appropriate associate program. Upon completion of the associate program, a baccalaureate degree may then be attempted by qualified individuals over a three to six quarter period, depending on transferred credits. See the program section(s) and/or contact the program director(s) for specific information.

The following sections provide specific program information such as admission requirements and professional curriculum. Listings of liberal arts (core) courses for each program may be obtained from the respective program director.

Bachelor of Science Degree—Diagnostic Medical Sonography

A 2 + 2 baccalaureate program is offered to qualified applicants who have completed 90 hours of college core curriculum credits (to include pre-calculus math, anatomy and physiology and general physics courses). CPR certification is also required prior to matriculation. Observation (eight to 16 hours) in a sonology lab may be required. A complete listing of core curriculum courses is available from the Undergraduate Admissions Office or the program director. The curriculum at MCG includes the basic requirements of the 12-month certificate program in sonography plus additional professional courses at the senior year level. A curricular plan is available to graduates from a two-year health professions program who desire to achieve both certification and a bachelor's degree in sonography. Interested persons should contact the program director.

Curriculum

Senior-year curriculum for college students enrolled in the 2 + 2 program, following completion of the one-year MCG certificate DMS program.

Fall Quarter		*Quarter Hours*
AHS 405	Introduction to Management	3
STA 450	Elementary Medical Statistics	3
AHS 400	Survey of Education	3
RSC 410	Patient Care	3
ANM 338	Systemic Anatomy	7
DMS 441*	Clinical Practicum V (Optional & Variable)	6
	Total	*19–25*

Winter Quarter		*Quarter Hours*
STA 455	Introductory Research Methodology	3
DMS 442	Clinical Practicum VI	6
DMS 411	Sonologic Applications of Vascular Technology	4
DMS 412	Sonologic Applications of Echocardiography	4
	Total	*17*

Spring Quarter		*Quarter Hours*
DMS 422	Directed Study	4
DMS 443	Clinical Practicum VII	6
PSC 432	Basic Biomedical Electronics	3
	Total	*13*

*DMS 441 (Clinical Practicum II) may be substituted/added fall quarter if a prescribed course has already been taken, additional hours are needed for degree completion or it is deemed necessary by program faculty to ensure adequate student experiences.

Bachelor of Science Degree—Nuclear Medicine Technology

A 2 + 2 baccalaureate program is offered to qualified applicants who have completed 90 quarter hours of core curriculum college credit (to include pre-calculus math, anatomy and physiology and general chemistry). A complete listing of required core curriculum courses can be obtained from the office of Undergraduate Admissions or the program director. Students then enter the program as juniors and during their first year they complete the basic curriculum which is the same as the nuclear medicine technology requirements of the associate degree program. Students are then eligible to take the national certification exams during their

senior year while completing the advanced level requirements of the bachelor of science degree program.

Curriculum

Junior Year-Basic Curriculum

Fall Quarter		*Quarter Hours*
NMT 211	In Vivo NMTI	5
PCS 231	Introduction to Radiation Physics	4
NMT 241	Clinical Practicum	6
RSC 113	Psychology of the ILL	2
or ANM 310	Human Anatomy	5
	Total	*17-20*

Winter Quarter		*Quarter Hours*
NMT 212	In Vivo NMT II	5
PCS 232	Physics of Nuclear Medicine	5
NMT 242	Clinical Practicum	5
RSC 202	Imaging and Therapeutic Modalities	2
or PHY 210	Human Physiology	6
	Total	*17-21*

Spring Quarter		*Quarter Hours*
NMT 213	In Vitro NMT	4
RSC 233	Radiation Health	3
NMT 243A	Clinical Practicum	5
AHS 310	Biomedical Ethics	2
	Total	*14*

Summer Quarter		*Quarter Hours*
NMT 201	Seminar	2
NMT 244	Clinical Practicum	10
	Total	*12*

Senior Year-Advanced Curriculum

Fall Quarter		*Quarter Hours*
PCS 435	Medical Radiation Physics	5
RSC 421	Pathology	3
RSC 410	Patient Care	3
AHS 450	Biomedical Statistics	3
NMT 441	Clinical Practicum	3
AHS 400	Survey of Education (Elective)	3
AHS 405	Introduction to Management (Elective)	3
	Total	*23*

Winter Quarter		*Quarter Hours*
NMT 423	Radiochemistry	5
RSC 402	Cross-sectional Anatomy	3
NMT 436	Computer Applications in NMT	3
NMT 442	Clinical Practicum	3
	Total	*14*

Spring Quarter		*Quarter Hours*
PCS 437	Data Analysis Methods (Elective)	4
PCS 432	Basic Biomedical Electronics	3
NMT437	Computer Applications in NMT II	3
NMT 443	Clinical Practicum	3
NMT 422	Special Topics (Elective)	2–5
RSM 432	Management (Elective)	3
	Total	*18-21*

Bachelor of Science Degree—Radiologic Technology (Radiography)

A three- to six-quarter post-certification curriculum is offered to qualified technologist applicants who possess professional certification in radiography and approximately one year of college coursework (see Admission Requirements below). The length of the program depends on the amount of transferred liberal arts college courses at the time of matriculation at MCG. The professional courses of the senior year are listed below and are offered from September to June each year. Technologists may complete the liberal arts courses at MCG during the first (junior) year, or may obtain them at any regionally accredited college and transfer to MCG for the senior year. Counseling from the program faculty regarding liberal arts course preparation is advised. A complete listing of liberal arts (core) courses for these programs may be obtained from the respective program director.

Admission Requirements

1. National certification by the American Registry of Radiologic Technologists (ARRT). Forty-five quarter hours of professional credit may be awarded for certification to registered technologists (in the respective modality) thereby providing advanced placement in the program. Applicants who are recently registry-eligible may be admitted into the junior year; however, advancement into the senior year is dependent on certification.
2. Liberal arts course requirements*:

   Junior level admission

Anatomy and Physiology	10 quarter hours
English Composition	5–10 quarter hours
Math (at least Algebra)	5–10 quarter hours
Social Sciences	5–10 quarter hours

   *Variances in the number or area of the above outlined courses will be evaluated on an individual basis.

   Senior level admission

   A minimum of 70 quarter hours of transferable liberal arts courses at the time of matriculation at MCG. Math through the pre-calculus level is required in addition to the courses listed under the junior-level admission above.
3. Applicants must meet the academic eligibility requirements outlined under the Associate Curricula section.

Curriculum
Senior-Year Professional Course Listing

		Quarter Hours
PCS 435	Medical Physics & Instrumentation	5
RSC 421	Pathology	3
RSC 410	Patient Care	3
RSC 402	Cross-sectional Anatomy	3
AHS 450	Medical Statistics	3
AHS 455	Introductory Research Methodology	3
AHS 400	Survey of Education	3
AHS 405	Introduction to Management	3
	Clinical Practicums (n=3)	9
	Computer Science*	5
PCS 436	Advanced Physics of Radiography	5
RTR 437	Quality Control	3
RTR 411	Special Procedures	2
RTR 422	Special Topics	2

*Course taken at Augusta College, with optional course titles available.

Bachelor of Science Degree—Radiation Therapy Technology

The Department of Radiologic Technologies offers a postcertification baccalaureate program in radiation therapy technology. To be eligible for this program the applicant must meet one of the following criteria:

A. Be certified in radiation therapy by the American Registry of Radiologic Technologists (ARRT).
B. Be registry-eligible in radiation therapy, but not have had the opportunity to sit for ARRT certifying examination prior to admission.

The program offers three separate tracks so that the student may choose to concentrate in one of the following areas: management, education or dosimetry. The program requirements can be met on a part-time or full-time basis. All students earning a baccalaureate degree in radiation therapy must satisfy the following requirements:

1. 90 quarter hours (or equivalent semester hours) of liberal arts courses* as identified in the areas below:
   English I and II
   Humanities
   One elective in the humanities
   American government
   American history
   2 electives in the social sciences
   College algebra
   Pre-calculus or calculus
   Anatomy and physiology I and II
   30 hours of courses supportive to the chosen track (Must be approved by the program director)

*Note: These courses may be satisfied at another institution and transferred to MCG.

2. ARRT certification in radiation therapy
3. Completion of the core courses in the chosen track area. (See core curriculum for specific course requirements in the chosen track).

Management Track

Fall Quarter		*Quarter Hours*
PCS 435	Medical Physics and Instrumentation	5
AHS 450	Elementary Medical Statistics	3
AHS 380	Health Care Seminar	2
RSC 410	Patient Care	3
AHS 405	Introduction to Management	3
	Total	*16*

Winter Quarter		*Quarter Hours*
RTT 436	Advanced Dosimetry I	3
RSC 402	Cross-Sectional Anatomy	3
AHS 455	Introductory Research Methodology	3
RTT 441	Clinical Practicum	3
	Total	*12*

Spring Quarter		*Quarter Hours*
RTT 437	Advanced Dosimetry II	3
PSC 432	Basic Biomedical Electronics	3
RTT 413	Quality Assurance in Health Care	3
AHS 425	Budgeting and Finance for Health Care Supervisors	2
RTT 442 and 443	Clinical Practicums	6
	Total	*17*
	Total Credit Hours	***45***

Education Track

Fall Quarter		*Quarter Hours*
PCS 435	Medical Physics and Instrumentation	5
AHS 450	Elementary Medical Statistics	3
RSC 410	Patient Care	3
EDU 304	Educational Psychology	5
	Total	*16*

Winter Quarter		*Quarter Hours*
RTT 436	Advanced Dosimetry I	3
RSC 402	Cross-Sectional Anatomy	3
AHS 455	Introductory Research Methodology	3
EDU 404	Educational Measurement	5
RTT 411	Clinical Practicum	3
	Total	*17*

Spring Quarter		*Quarter Hours*
RTT 437	Advanced Dosimetry II	3
RTT 413	Quality Assurance in Health Care	3
EDU 205	Philosophical and Historical Foundations	5
RTT 442 and 443	Clinical Practicums	6
	Total	*17*
	Total Credit Hours	***50***

Dosimetry Track

Fall Quarter		*Quarter Hours*
PCS 435	Medical Physics and Instrumentation	5
AHS 450	Elementary Medical Statistics	3
AHS 405	Introduction to Management	3
RTT 444	Clinical Practicum	6
	Total	*17*

Winter Quarter		*Quarter Hours*
RTT 436	Advanced Dosimetry I	3
RSC 402	Cross-Sectional Anatomy	3
AHS 455	Introductory Research Methodology	3
RTT 445	Clinical Practicum	6
	Total	*15*

Spring Quarter		*Quarter Hours*
RTT 437	Advanced Dosimetry II	3
RTT 413	Quality Assurance in Health Care	3
PCS 432	Basic Biomedical Electronics	3
RTT 446	Clinical Practicum	6
	Total	*15*

Summer Quarter		*Quarter Hours*
RTT 447	Clinical Practicum	12
	Total Credit Hours	***59***

Respiratory Therapy

Objectives

Respiratory therapy is an allied health specialty employed in the diagnosis, treatment and management of patients with cardiopulmonary disease.

This includes the therapeutic use of medical gases, air and oxygen-administering apparatus, environmental control systems, humidification and aerosols, drugs and medication, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy, breathing exercises, respiratory rehabilitation, air and ground transport, cardiopulmonary resuscitation and maintenance of natural and prosthetic airways.

Specific techniques can be used in respiratory therapy to assist in diagnosis, monitoring, treatment and research. This includes measurement of ventilatory volumes, pressures, flow rates and blood gas analyses.

Since respiratory therapy as a special health area is broadly defined and parallels closely to other professional areas, it should be realized that such therapy interrelates with patient care performed by nurses, physical therapists and other technologists.

The promotion, planning and implementation of varied types of research for the benefit of the public and the patient, as well as the growth of the profession, is often performed by respiratory therapists.

Opportunities

The registered respiratory therapist (R.R.T.) works in hospitals, clinics, laboratories, home care, colleges and universities. Jobs also exist within commercial companies in sales and contract service. The registered therapist may work strictly as a clinician, or in other areas of management, education or research.

There is currently an acute shortage of registered therapists. These individuals assume the majority of critical respiratory care and have increased responsibility and salary.

Accreditation

The respiratory therapy programs are accredited by the Joint Review Committee for Respiratory Therapy Education. This body is sponsored by the American Association for Respiratory Care and the Committee on Allied Health Education and Accreditation.

Academic Promotion and Graduation

Refer to the General Information section of this catalog.

Final grades for academic courses and modules taught by the respiratory therapy faculty are given on an A, B, C, or F scale. The grade of D is not acceptable in any course taught by MCG faculty.

Students must meet the minimum level of proficiency established for each course or module. Minimal level of proficiency is set at 77 percent level of correct responses in written, oral, and/or practical examination plus satisfactory completion of other course requirements. This applies to courses taught by the respiratory therapy faculty.

Satisfactory progress through the curriculum depends on satisfactory completion of each course/module at the time the course/module is offered.

Incomplete (I) may be given in any course or module under extenuating circumstances at the discretion of the instructor(s). These must be made up in accordance with MCG policy.

A student who earns a grade of F in any course or module is subject to dismissal from the program.

Admission Requirements

Bachelor of Science

Accelerated Programs

An accelerated bachelor of science degree program in respiratory therapy is available for the certified respiratory therapy technician (CRTT) who wishes to obtain registry eligibility. The program consists of general education requirements and professional coursework. An accelerated program is also available for registered respiratory therapists (RRT's).

Upon successful completion of the program, graduates are eligible to sit for the exam offered by the National Board for Respiratory Care for the registered respiratory therapy credential (RRT).

Graduates of the associate degree program who wish to pursue a baccalaureate degree may apply for admission to the bachelor degree program. Selected applicants can pursue individualized tracks which emphasize management, education or research, dependent upon their area of interest.

Applicants may transfer to the Medical College of Georgia following the completion of the required 90 quarter hours of prerequisites with a C or better. The respiratory therapy program begins in the fall of each year; therefore, applicants are encouraged to apply during the year their 90 quarter hours will be completed.

A minimum grade point average of 2.0 (C) overall and a 2.5 (C+) in math and science is required for consideration for admission. All students must complete the core curriculum below prior to entering MCG.

Humanities	*Quarter Hours*
Composition	5
Literature	5
Electives (select from art, creative writing, humanities, languages, literature, religion, journalism and speech)	10
Total	*20*

Mathematics and Natural Sciences	*Quarter Hours*
Mathematics (select from college algebra, trigonometry, pre-calculus, advanced mathematics)	5
Chemistry (select from laboratory courses only)	10
Physics (select from laboratory courses only in mechanics, heat, light, sound, electricity and magnetism. Students must have an understanding of the gas laws.)	5
Total	*20*

Social Sciences	*Quarter Hours*
History	5
Political science (government)	5
Psychology	10
Total	*20*

Courses Supportive to Major	*Quarter Hours*
Microbiology (with lab)	5
Biological sciences (select from laboratory courses only in general biology, zoology (vertebrate preferred), comparative anatomy, embryology, genetics)	10
Electives*	15
Total	*30*

*Courses in statistics, computers and research methods are recommended.

Total Quarter Hours	***90***

Application Procedures

Application forms may be obtained from the Office of Undergraduate Admissions, Medical College of Georgia, Augusta, Georgia 30912. Applicants are responsible for gathering necessary information to complete the application. A personal interview is required and should be scheduled after the initial application and transcript have been filed.

Estimated Expenses Specific to Respiratory Therapy

These figures are based upon the normal experience of our students. In some cases, costs may be higher, especially for travel.

Bachelor's degree students	*Junior*	*Senior*
Books/supplies	$ 339	$ 161
Instruments	126	0
Uniforms	48	48
Other (travel, graduation, etc.)	90	393
Professional liability insurance	15	15
Comprehensive exams	—	100
Total	*$ 618*	*$ 717*

Financial Aid

In addition to the sources of financial aid available to all college students, there are some sources available specifically for students enrolled in a respiratory therapy curriculum. For information on these sources contact: Department of Respiratory Therapy, Medical College of Georgia.

Special Needs

Students accepted must be prepared to travel to facilities throughout the southeastern United States to complete clinical practice requirements in the senior year. Travel may also be required to facilities in Georgia and South Carolina during the junior year. Financial assistance for these additional expenses cannot be guaranteed, although every effort is made to assist students with major financial problems.

Curriculum

The respiratory therapy curriculum involves a two-year (seven-quarter) course study. Upon successful completion of the curriculum, the graduate is recommended to sit for the National Registration Exam offered by the National Board for Respiratory Care.

The respiratory therapy curriculum is designed as a continuum of learning experiences organized to promote the personal and professional growth of the student. The main objective of the program is to prepare the student to function as a clinician. However, the diversity of the profession warrants exposure of the student to education, research methodology and management practices.

The curriculum is divided into three components: the basic sciences, professional didactic concepts and methodology and practical clinical experiences.

The basic sciences include human anatomy, microbiology, physiology, medical terminology, pharmacology and a study of diseases of the heart and lungs.

The professional coursework is a structured study of the principles and practices of respiratory care. The course of study progresses to instruction in advanced techniques used to detect and treat respiratory disorders.

The clinical practicum portion of the curriculum consists of the actual application of the various techniques used for the evaluation and treatment of the patient. The relationship of the therapist to the patient and other health-care workers is also stressed.

During the fall quarter of the senior year of the bachelor's degree program, opportunities exist to study the principles of management, education and research. The last quarter of the senior/sophomore year offers the chance for additional clinical experience in any area in the profession of special interest to the student.

Bachelor's Degree

Junior Year

Fall Quarter		*Credit Hours*
RTH 299	Medical Terminology	2
RTH 301	Respiratory Therapy Orientation	3
PHY 311*	Principles of Human Physiology I	5
ANM 330*	Human Systematic Anatomy	7
RTH 301L	Respiratory Therapy Lab	2
RTH 304	Cardiopulmonary Resuscitation	2
	Total	*21*

Winter Quarter		*Credit Hours*
RTH 300	Clinical Practicum I	4
RTH 305	Basic Respiratory Therapy Appliances and Modalities	6
RTH 305L	Clinical Lab	2
PHY 312*	Principles of Human Physiology II	5
	Total	*17*

Spring Quarter		*Credit Hours*
RTH 302	Clinical Practicum II	4
RTH 310	Cardiopulmonary Pathophysiology	5
RTH 405	Ventilation, Quantitation, Clinical Evaluation	3
PHM 301*	Undergraduate Pharmacology	5
	Total	*17*

Summer Quarter		*Credit Hours*
RTH 312	Clinical Presentations	2
RTH 407	Methods of Ventilatory Alteration	5
RTH 410	Intensive Respiratory Care	5
RTH 409	Pulmonary Rehabilitation	2
	Total	*14*

Senior Year

Fall Quarter		*Credit Hours*
RTH 402	Clinical Practicum III	8
AHS 405	Department System Management Techniques	3
AHS 400	Survey of Education	3
RTH 417	Newborn and Pediatric Respiratory Care	4
AHS 450	Elementary Medical Statistics	3
	Total	*21*

Winter Quarter		*Credit Hours*
RTH 404	Clinical Practicum IV	8
RTH 303	Independent Study or a Computer Course	5
RTH 412	Pulmonary Functions	5
AHS 455	Introductory Research Methodology	3
	Total	*21*

Spring Quarter		*Credit Hours*
RTH 408	Clinical Internship	16
RTH 450	Respiratory Therapy Seminar	2
	Total	*18*

*See School of Medicine course descriptions

Academic Standards

Refer to the General Information section of this catalog. The Department of Respiratory Therapy reserves the right to place a student on departmental probation and to deny permission to continue enrollment in the Department of Respiratory Therapy if in the opinion of the faculty, the student's knowledge, clinical performance, character or mental or physical fitness cast grave doubts upon his potential capacities as a respiratory therapist.

Graduation Requirements

The General Information section contains requirements for graduation. The faculty of the Department of Respiratory Therapy make recommendations for graduation based upon a student's ability to develop qualities considered essential for the profession. In addition, the student must pass comprehensive written examinations.

Course Descriptions

Note: Course hours are designated as lecture-lab-credit hours, e.g. (3-2-4)

Non-Departmental Courses

AHS 180, 280, 380. Health Care Seminar. ***(2-0-2)***
Health delivery systems as they presently exist and potential future trends. Topics include: 1) present health care systems; 2) comparative health care systems; 3) health regulation-legislation; 4) future trends in health delivery.

AHS 310. Ethics for Allied Health Professionals. ***(2-0-2)***
The course presents basic ethical principles and situations of ethical dilemma toward introducing the student to ethical decision making processes, thereby enhancing ethical practice. Topics of broad concern for all allied health professionals presented. Ethical theories and principles applied, with emphasis on clinical application. Legal and social implications presented and codes of ethics studied.

AHS 400. Survey of Education. ***(3-0-3)***
A systematic development of the administration and educational process necessary for program design. Major focus on the following administrative and educational elements: planning, organizing, directing, learning theory, behavioral objectives and evaluation.

AHS 405. Introduction to Management. ***(3-0-3)***
Organization and delivery of health services within institutional settings. Emphasis on structural and coordinative factors affecting the effectiveness and efficiency of health institutions.

AHS 425. Budgeting and Finance for Health Care Supervisors. ***(2-0-2)***
Familiarizes the student with basic hospital accounting and finance from the perspective of the first-line supervisor. Upon completion the student should possess a fundamental understanding of hospital financial decision-making and the budgeting process. Primary topical areas include: an overview of hospital accounting and finance; hospital financial statements; rate setting and sources of revenue; planning, budgeting and control; and capital expenditure analysis.

AHS 440. Introduction to Data Processing Systems. ***(3-0-3)***
Application of modern data processing techniques, data management, and information storage and retrieval to the needs of medical institutions.

EDU 101. Medical Writing. ***(0-3-1)***
(Open only to students in the summer Student Educational Enrichment Program.)
A study of the basic principles of good writing with particular emphasis on logical organization of ideas and paraphrasing. Instruction in the use of a science library is provided as well as instruction in grammar if needed. Students are required to write a research paper using scientific journals and textbooks.

EDU 210. Medical Writing II. ***(0-3-1)***
(Open only to students in the summer Student Educational Enrichment Program.)
An in-depth study of good examples of published writing in addition to practice in synthesizing information and in writing abstracts. Students are required to write a research paper after a critical analysis of journal reports with the advisement of a faculty member.

EDU 301. Medical Writing III. ***(0-3-1)***
(Open only to students in the summer Student Educational Enrichment Program.) Prerequisite: EDU 201 or equivalent.
An advanced course in medical writing with an emphasis on clarity and conciseness. Peer review and individual instruction are the major components of the course. Students are required to critically evaluate research articles from current health professional journals and to write a research paper under the supervision of a faculty member.

The following courses are offered by the department shown for all undergraduate students:

Library courses

HLR 301. Introduction to Health Library Resources and Skills. ***(1-2-2)***
Introduction to the resources and services of a health sciences library. A basic literature search strategy is introduced.

Resources unique to a health sciences library are included such as Index Medicus, Medical Subject Headings, and the National Library of Medicine Classification.

HLR 399. Independent Study in Health Library Information, Resources, and Applications. ***(variable credit)***

Prerequisite: Approval of instructor

Guidance in effective literature searching with specific emphasis on health science library resources related to the student's major field.

Office of Research Computing and Statistics courses

AHS 450. Elementary Medical Statistics. ***(3-0-3)***

Collection and analysis of health care data; rates, ratios, and indices; design of surveys; descriptive statistics; elementary probability distributions; confidence limits and significance tests; design of investigations.

AHS 455. Introductory Research Methodology. ***(3-0-3)***

Introduction to research methodology, experimental design and statistical analysis. Each student will do a critical review of a research report and design a research report.

Associated Dental Sciences

Chair: G. Winkley; *Associate Professors:* M. Pinson (Dental Director), J. Brown, G. Winkley; *Assistant Professors:* T. Dadian, M. Downey, S. White, B. Williams; *Instructors:* C. Beckham,Y. Chauvin, S. Ward

Dental Hygiene

DH 100-300. Pre-Clinical Dental Hygiene. ***(1-11-6)***
DH 101-301. Clinical Dental Hygiene I. ***(2-9-5)***
DH 102-302. Clinical Dental Hygiene II. ***(0-10-5)***

Prerequisite: dental hygiene student

These courses provide the opportunity to gain knowledge and skills in delivery of patient care for which the dental hygienist is responsible. Emphasis is on comprehensive oral disease control. Each quarter offers opportunity for patient involvement in the dental hygiene clinic.

DH 110-310. Introduction to Patient Care. ***(2-0-2)***

Prerequisite: dental hygiene student

This course is the first in a series, designed to introduce the beginning dental hygiene student to the concepts, principles and skills essential to rendering comprehensive oral hygiene care. Lectures, demonstrations and classroom discussions closely correlated with the supervised laboratory experiences provided in DH 100-300. The idea of total patient care and prevention emphasized.

DH 111-311. Clinical Dental Hygiene Lecture I. ***(3-0-3)***

Prerequisite: dental hygiene student

Introduction to fundamental concepts, principles and skills essential to comprehensive oral hygiene care. Topics include: medical-dental history, oral inspection, aseptic techniques, patient education, and hard and soft deposits. Practical experience in applying principles and skills learned is provided in pre-clinical and clinical courses.

DH 112-312. Clinical Dental Hygiene Lecture II. ***(2-0-2)***

Prerequisite: DH 111 or 311

Review of procedures and objectives for total patient care. Discussions center on (1) problems presented by patients with special needs, and (2) treatment modifications and additional services needed to bring these patients to optimum oral health.

DH 120-320. Dental Anatomy and Morphology. ***(1-3-2)***

Prerequisite: dental hygiene student

A study of growth and development of the human dentition, dental terminology and tooth morphology.

DH 125-325. Dental Materials and Dental Auxiliary Utilization Laboratory. ***(1-2-2)***

Prerequisite: DH 120-320

Instruction in the chemistry and physics of dental materials used by dental hygienists. Experience in the manipulation and delivery of dental materials is obtained in the laboratory and during clinical rotations.

DH 145-345. Interpersonal Communication. ***(1-2-2)***

An intensive, didactic and experiential course on the dynamics of interpersonal communication. Emphasized is the accurate discrimination between effective and ineffective communication.

DH 200-400. Clinical Dental Hygiene III. ***(0-14-7)***
DH 201-401. Clinical Dental Hygiene IV. ***(0-14-7)***
DH 202-402. Clinical Dental Hygiene V. ***(variable Credit)***

Prerequisite: dental hygiene student

These courses are a continuation of the first-year dental hygiene clinic courses. Opportunity is afforded the student to expand both knowledge and technique. The development and practice of skills necessary in the treatment and prevention of oral disease is emphasized.

DH 211-411. Clinical Dental Hygiene Lecture III. ***(2-0-2)***
DH 212-412. Clinical Dental Hygiene Lecture IV. ***(2-0-2)***
DH 213-413. Clinical Dental Hygiene Lecture V.

Prerequisite: dental hygiene student ***(2-0-2)***

These courses are companion courses to second-year clinical practicum. Instruction centers on patient management, treatment planning and providing optimum oral health, within the scope of dental hygiene. Practice management, ethics and jurisprudence are discussed.

DH 214-414. Dental Hygiene Seminar. ***(1-0-1)***

Prerequisite: dental hygiene student ; DH 201-401

A study of selected professional activities, management principles and their application to dental hygiene practice.

DH 224. Intramural Clinic I. ***(0-2-1)***
DH 225. Intramural Clinic II. ***(0-2-1)***

Prerequisite: associate degree dental hygiene student

Students observe and assist School of Dentistry students practicing techniques and skills obtained in DH 125.

DH 241-441. Introduction to Public Health. (3-2-4)
Prerequisite: dental hygiene student

The history, philosophy and organization of public health are presented. The relationship of public health to dentistry is explored. Sociological determinants of public health programs are identified. Epidemiological studies will be reviewed prior to field application. The scope and dental relevance of public health are illustrated by examples of local, state, national and international programs.

DH 242-442. Public Health Field Experience. (2-1-2)
Prerequisite: DH 241-441

Using the techniques of group processes, the student designs, plans, prepares, presents and evaluates dental health education programs. As a dental health consultant, the student is involved with classroom teachers to improve dental health and knowledge for youngsters in the public school system. Additional expenses incurred will be approximately $25. The Georgia Department of Human Resources cooperates in the provision of the field experience.

DH 443. Advanced Public Health Field Experience. (3-0-3)

The history, philosophy and organization of public health are presented. The relationship of public health to dentistry is explored. Sociological determinants of public health programs are identified. Epidemiological studies reviewed prior to field application. The scope and dental relevance of public health are illustrated by examples of local, state, national and international programs. To augment community programs, the selection and use of commercially available and student made instructional objectives are explored.

DH 445. Independent Study of Public Health Problems. (3-6-6)

Provides the student with a broad-based understanding of health delivery systems. Emphasis on dental public health leadership in community situations. Literature reviews and an examination of a variety of populations discussed. An individual community dental health education project required.

DH 447. Public Health Seminar. (2-2-3)

Involvement in community programs provides an opportunity to develop and present a variety of health education projects such as health fairs, exhibits, professional in- service programs, and screening for oral cancer. This course is designed to give the student an understanding of the dynamics of health services and settings to best meet consumer health needs. Emphasis on leadership and consultant roles for the dental hygienist. Literature reviews and an individual community dental health project are required.

DH 451. Fundamentals of Dental Hygiene Teaching. (5-0-5)

Provides students with knowledge and experience in classroom teaching. Emphasis on the development of objectives and lesson plans, teaching methods and materials and evaluation. Background knowledge in education is presented to give the student a broad overview of the educational process.

DH 452. Clinical Dental Hygiene Teaching I. (2-8-6)
DH 455. Dental Hygiene Teaching Practicum. (2-8-6)

Practical supervised teaching experience is provided in a classroom, laboratory or clinical setting.

DH 456. Clinical Dental Hygiene Teaching II. (2-8-6)
DH 457. Clinical Dental Hygiene Teaching III. (2-8-6)

A course sequence with emphasis on teaching methods and evaluation of procedures and techniques in clinical and dental hygiene. Supervised teaching experience is provided in the dental hygiene clinic.

DH 459. Dental Literature Evaluation. (3-0-3)

Evaluation of dental literature in a specific area of interest culminating in the preparation of a term paper.

DH 465. Dental Specialty Clinic I. (0-2-1)
DH 466. Dental Specialty Clinic II. (0-4-2)
DH 467. Dental Specialty Clinic III. (0-2-1)
Prerequisite: baccalaureate degree dental hygiene student

Students assist, observe and perform a variety of dental hygiene clinical functions in various dental settings in the School of Dentistry, University Hospital, Fort Gordon, Public Health Department and other designated sites.

DH 270-470. Externship. (0-8-4)
Prerequisites: DH 201/401 and permission of the department chairman.

Dental Hygiene students interact with and are guided by practicing licensed dentists in clinical office settings. An opportunity to function as a participating member of a dental team is provided.

DH 489. Independent Study. (variable credit)

Independent study directed by a faculty member is designed to give a student an opportunity to investigate a topic of particular interest or need.

Dental Laboratory Technology

DLT 215. Orthodontics and Pedodontics. (1-3-3)

Instruction in basic orthodontic and pedodontic techniques. Emphasis on wire bending and soldering.

DLT 220. Introductory Laboratory Practicum. (0-24-12)

This course provides the opportunity to develop knowledge and skills in the dental laboratory setting. Students are rotated through various departments of a dental laboratory.

DLT 221. Principles of Laboratory Management. (5-0-5)

Accounting and management principles necessary in managing a dental laboratory. Techniques in staffing, planning and controlling a dental laboratory are included.

DLT 222. Laboratory Practice. (10-30-16)

Opportunity to observe skilled dental technicians performing their craft, and application of those skills which the student has learned.

DLT 242. Advanced Fixed Prosthodontics. (2-32-15)

Lecture and laboratory primarily concerned with advanced concepts in pontic design and color.

DLT 243. Advanced Removable Prosthodontics. (2-32-15)

This course provides instruction in the construction of over-

dentures and hollow bulb obturators. Advanced concepts in partial denture design are also covered.

DLT 252. Special Problems in Fixed Prosthodontics. ***(1-28-12)***

Contemporary problems in the design and construction of fixed restorations. Individual research and fabrication of a restoration are required.

DLT 253. Special Problems in Removable Prosthodontics. ***(1-28-12)***

An independent research project in an area of interest to the student. Individual research and fabrication of a removable appliance is required.

DLT 260. Laboratory Practicum II. ***(0-40-13)***

Students perform a variety of functions in their specialty areas. Commercial dental laboratories, the School of Dentistry, Fort Gordon and the Veterans Affairs Medical Center provide the settings.

Health Information Management

Chair: C. Johnston; *Associate Professors:* K. Gordon, C. Johnston; *Assistant Professor:* C. Campbell; *Instructor:* E. Layman.

HIM 301. Medical Terminology. ***(2-2-3)***

Prerequisite: Anatomy and Physiology

A study of the language of medicine including word construction, definition and use of terms related to all areas of medical science, hospital services and health-related fields. This course includes a transcription lab.

HIM 303. Medical Terminology. ***(2-0-2)***

Prerequisite: Anatomy and Physiology

A study of the language of medicine including word construction, definition and use of terms related to all areas of medical science, hospital services and health-related fields.

HIM 310. Theory of Health Information Management I. ***(3-2-4)***

HIM 311. Theory of Health Information Management II. ***(4-2-5)***

HIM 312. Theory of Health Information Management III. ***(2-2-3)***

HIM 415. Theory of Health Information Management IV. ***(3-4-5)***

HIM 417. Theory of Health Information Management VI. ***(2-4-4)***

A survey of history and development of health-care delivery sytems; in-depth study of the principles of securing, analyzing, processing and using medical data; development of indexes, registers and hospital statistics; the analysis of medical records to assure accuracy and adequacy of documentation; study of external regulations and standards affecting record systems and record content with emphasis on standards of the Joint Commission on Accreditation of Healthcare Organizations; a study of quality management—its evaluation and mechanisms for reaching its objectives, including the analysis of hospital services and utilization.

HIM 330. Health Information Systems I. ***(3-0-3)***

Co-requisite: HIM 331.

HIM 331. Health Information Systems Applications. ***(3-2-4)***

Co-requisite: HIM 330.

HIM 332. Health Information Systems II. ***(3-0-3)***

Prerequisite: HIM 330.

This sequence of courses provides health information management students with a core of knowledge that enable them to function as a primary and effective force in evaluating, designing, using and modifying computerized health information systems and to meet the information needs of health care professionals in a responsive, timely and uncomplicated fashion. Threaded throughout these courses are the concepts of how computers can fit into health care environments to capture, store, retrieve and report health-related information to appropriate professionals. Topics presented include: the history and development of manual, machine-processed and computerized health information systems; characteristics of data processing and computer-related equipment; the computer programming process; and features and capabilities of database management systems. Through the use of microcomputing, students gain hands-on experience in the practical implementation of health information related applications.

HIM 350. Management I. ***(3-2-4)***

HIM 351. Management II. ***(4-2-5)***

HIM 352. Management III. ***(3-2-4)***

The management process and functions of planning, organizing, staffing, leading and controlling related to information management in a health care setting.

HIM 453. Management Lab. ***(0-8-4)***

Student projects demonstrate knowledge and skills from other courses in preparation for HIM 462, Directed Practice IV.

HIM 360. Directed Practice I. ***(0-6-2)***

HIM 361. Directed Practice II. ***(0-6-2)***

HIM 462. Directed Practice IV. ***(0-24-8)***

Supervised learning experiences in classroom laboratory and hospital settings in which the student develops competence in performing medical record functions and uses techniques to analyze procedures and make recommendations to solve problems and simplify tasks.

HIM 401. Fundamentals of Medical Science I. ***(4-2-5)***

HIM 402. Fundamentals of Medical Science II. ***(4-2-5)***

Prerequisite: HIM 301 or permission of instructor

An introduction to medical science, including the study of the nature and cause of disease, diagnostic methods, treatment modalities and management of patients in major clinical specialties.

HIM 422. Legal Concepts for the Health Field. ***(3-0-3)***

A study of the evolution of law, its administration through the courts, liability of hospitals and health care professionals, the medical record as evidence and management of confidential information from legal and ethical points of view.

HIM 425. Seminar. ***(3-0-3)***

Exploration of current issues in health information management.

HIM 430, Research Design and Methology I. (3-4-5)
An introduction to research methodology including basic methods of statistical analysis. Students collect, analyze and display data and use microcomputer applications for data analysis.

HIM 431, Research Design and Methodology II. (1-8-5)
Demonstration of principles of research using a management or clinical study. Statistical analysis of data is employed and microcomputers are used for data analysis and/or word processing.

HIM 494. Health Information Systems III. (4-2-5)
Principles and techniques of systems analysis, including analysis aids, problem formulation, file and database considerations; iterative requirements of the design phase; implementation criteria; system evaluation and follow-up. Students pursue an analysis and design project in an appropriate health-related area and apply the techniques studied to this project, completing the sequence of courses begun as HIM 330.

HIM 499. Honors Project. (Credit to be arranged)
Independent study, directed by a faculty member. Topic selection may occur at any time; registration for credit takes place in winter quarter of the senior year.

Health Information Technology

HIT 201. Medical Terminology. (2-2-3)
Prerequisite: Anatomy and Physiology
A study of the language of medicine including word construction, definition and use of terms related to all areas of medical science, hospital services and health-related fields.

HIT 210. Theory of Health Information Technology I. (3-2-4)
HIT 211. Theory of Health Information Technology II. (4-2-5)
HIT 212. Theory of Health Information Technology III. (2-2-3)
HIT 213. Theory of Health Information Technology IV. (3-4-5)
A survey of history and development of health-care delivery systems; in-depth study of the principles of securing, analyzing, processing and using medical data; development of indexes, registers and hospital statistics; the analysis of medical records to assure accuracy and adequacy of documentation; study of external regulations and standards affecting record systems and record content with emphasis on standards of the Joint Commission on Accreditation of Healthcare Organizations; a study of quality management—its evaluation and mechanisms for reaching its objectives, including the analysis of hospital services and utilization.

HIT 222. Legal Concepts for the Health Field. (3-0-3)
A study of the evolution of law, its administration through the courts, liability of hospitals and health care professionals, the medical record as evidence and management of confidential information from legal and ethical points of view.

HIT 230. Health Information Systems I. (3-0-3)
Co-requisite: HIT 231.
HIT 231. Health Information Systems Applications. (3-2-4)
Co-requisite: HIT 230.
This sequence of courses provides health information technology students with a core of knowledge that enable them to function as a primary and effective force in evaluating, designing, using and modifying computerized health information systems and to meet the information needs of health care professionals in a responsive, timely and uncomplicated fashion. Threaded throughout these courses are the concepts of how computers can fit into health care environments to capture, store, retrieve and report health-related information to appropriate professionals. Topics presented include: the history and development of manual, machine-processed and computerized health information systems; characteristics of data processing and computer-related equipment; the computer programming process; and features and capabilities of database management systems. Through the use of microcomputing, students gain hands-on experience in the practical implementation of health information related applications.

HIT 240. Fundamentals of Medical Science I. (4-2-5)
HIT 241. Fundamentals of Medical Science II. (4-2-5)
Prerequisite: HIT 201 or permission of instructor
An introduction to medical science, including the study of the nature and cause of disease, diagnostic methods, treatment modalities and management of patients in major clinical specialties.

HIT 245. Laboratory/Transcription Supervision. (2-6-5)
Supervised learning experiences in classroom laboratory in which the student develops competence in the role of a medical transcriptionist. The student practices recognizing and solving problems encountered in the management of a medical transcription area and practices editing medical reports for format, consistency and face validity.

HIT 250. Management I. (3-2-4)
HIT 251. Management II. (4-2-5)
HIT 252. Management III. (3-2-4)
The management process and functions of planning, organizing, staffing, leading and controlling related to information management in a health-care setting.

HIT 260. Directed Practice I. (0-6-2)
HIT 261. Directed Practice II. (0-6-2)
Supervised learning experiences in classroom laboratory and hospital settings in which the student develops competence in performing medical record functions, to include coding and sequencing for diagnoses and operative procedures for third party reimbursement, and quality assurance/utilization review procedures.

AHS 280. Health Care Seminar. (2-0-2)
Health delivery systems as they presently exist and potential future trends. Topics include: 1) present health care systems; 2) comparative health care systems; 3) health regulation-legislation; 4) future trends in health delivery.

Medical Technology

Chair: J. Crowley; *Professors:* J. Crowley, G. Rinker; *Associate Professors:* B. Edwards, P. Larison, A. Shaikh; *Assistant Professors:* S. Kutt,R. Mobley; *Instructors:* A. Arnette, B. Duvall, B. Gobat, D. Turnbull.

MTC 307. Introduction to Medical Technology. (2-0-2)
Lecture and laboratory related to the role of the medical technologist, relating to patients, safety and phlebotomy techniques and their relation to reliability of test results.

MTC 309. Education. (1-0-1)
Basic concepts of theories and techniques.

MTC 311. Venipuncture I (0-3-1)
Students learn and practice phlebotomy techniques.

MTC 312. Venipuncture Ii (1-0-1)
Students review and discuss role of phlebotomist.

MTC 348. Medical Mycology. (2-3-3)
Introduction to fungi of importance to the clinical laboratory and medical profession, including isolation, identification, pathogenesis, treatment and safety precautions. Includes the study of more common isolates classified as contaminants in the clinical laboratory.

MTC 349. Medical Parasitology. (2-3-3)
Introduction to techniques for the examination and identification of blood, tissue and intestinal parasites of man. Includes study of the pathogenesis and life cycles of major parasites.

MTC 366. Clinical Chemistry I. (4-4-6)
Essential concepts of the basic laboratory principles, instrumentation and laboratory calculations. Course includes in-depth discussion of analytical techniques, such as spectral analysis, chromatography, electrophoresis, immunoassay, quality assurance and method evaluation. Laboratory exercises are designed to demonstrate the applications of analytical principles in patient specimen testing.

MTC 370. Introductory Microbiology Lab (0-6-2)
Introduction to the basic techniques used in a medical microbiology laboratory

MTC 374. Introductory Immunology. (1-0-1)
A self-tutorial course designed to introduce the basic principles of immunology. Course focuses on the structures, functions and diseases of the immune system.

MTC 375. Basic Immunology. (4-3-5)
Prerequisite: MTC 374
Essential concepts of the human immune system, including the structure and function of the organs and cells that comprise the immune system; humoral and cellular response, inflammatory response; host resistance to viral, fungal, bacterial, tubercule, and neoplastic disease; immune disorders; transplantation and tumor immunology; clinical immunological tests. Lab exercises emphasize the basics of antigen-antibody reactions and their applications to clinical diagnostic testing. A library research paper and oral presentation of the paper is required.

MTC 383. Introductory Hematology and Body Fluids. (4-0-4)
A study of blood cell derivation, maturation and function with emphasis on normal blood and bone marrow morphology. Basic hematologic procedures used in diagnosis and treatment of various disease states. Also included is a study of the diagnostic value of urine and body fluids other than blood using basic chemical analysis and microscopic examination.

MTC 384. Hematology and Body Fluids Laboratory. (0-8-4)
Basic hematologic procedures used in diagnosis and treatment of various disease states. Basic urinalysis and body fluid techniques used in analysis of these specimens. Emphasis on quality control laboratory techniques, trouble shooting, and interpretation of results.

MTC 385. Body Fluids. (1-2-2)
Review of cellular components found in blood and urine. Indepth study of the physiological and cellular components of other body fluids, to include CSF, synovial, pleural, pericardial, peritoneal, aminiotic, and seminal fluids. This course is designed for associate level practitioners (MLT articulation).

MTC 430. Management, Unit I. (1-0-1)
MTC 431. Management, Unit II. (1-0-1)
Basic concepts of management theories and application. Emphasis is placed on management functions related to the clinical laboratory.

MTC 432. Management/Education Topics. (1-0-1)
Basic concepts of education and management theories and applications. Emphasis is placed on functions related to the clinical laboratory.

MTC 439. Clinical Chemistry IA. (4-4-5)
This course is designed for 4 plus 1 MT students. The course description and objectives are similar to MTC 366 Clinical Chemistry I.

MTC 440. Clinical Chemistry II. (5-0-5)
Prerequisites: MTC 366, or MTC 439 and CMB 345 or permission of instructor.
Deals with the theory, principles, analysis and correlation of chemistry procedures used in diagnosis, treatment and prevention of a disease. Discussion includes physiology and pathophysiology of various analyte, such as carbohydrates, proteins, lipids, electrolytes, enzymes, hormones and vitamins.

MTC 441. Clinical Chemistry Laboratory. (0-8-4)
Prerequisites: MTC 366 I or IA and CMB 345 or permission of instructor.
Laboratory exercises are designed to help students learn and practice basic laboratory analytical principles and procedures. This course integrates knowledge acquired in laboratory mathematics, instrumentation, analytical chemistry, method evaluation and quality assurance and to prepare students for independent analysis of the patient samples in a clinical labortory setting.

MTC 442. Clinical Practicum Chemistry. (5-30-8)
Prerequisites: Grade of C or better in MTC 440 and 441 or permission of instructor.
In-depth clinical and practical experience of chemical analy-

sis on patient specimens, utilizing modern automated chemistry instruments and analytical techniques under the supervision of certified medical technologists. Students also learn problem-solving, application of quality assurance and operation of a hospital based chemistry laboratory.

MTC 447. Diagnostic Microbiology Laboratory (0-9-4)
Procedures in bacteriology used in a modern clinical microbiology laboratory are covered. Clinical relevance, quality assurance, case presentations, problem-solving and critical thinking are stressed.

MTC 448. Diagnostic Microbiology. (5-0-5)
Develops students' decision-making skills in clinical microbiology. Three interrelated sections provide information on disease, identification methods and problem solving. Individual and group activity allow students to practice decision making and problem-solving skills.

MTC 449. Clinical Practicum Diagnostic Microbiology. (5-30-8)
Prerequisites: Grade of C or better in MTC 348, MTC 349, MTC 448 or permission of instructor.
Practical application of diagnostic techniques in the hospital microbiology laboratory. Includes mycology, parasitology and general microbiology. (Four weeks.)

MTC 450. Microbiology. (0-2-1)
Combines basic didactic and practical laboratory instruction in clinical microbiology. Bacteriology, mycology and parasitology as related to diagnostic laboratory tests are covered. Accompanies MTC 447 and 448 (for 4+1 students).

MTC 470. Clinical Immunohematology/Immunology. (6-12-10)
Combines lecture, student laboratory and clinical practicum experience in the major subject areas of blood banking and immunology. Included are basic principles of blood banking and immunology theory as well as laboratory testing and practical application of diagnostic techniques. (for 4+1 students)

MTC 472. Immunohematology Related to Transfusion Service. (5-8-9)
Basic concepts of blood banking, including blood bank organizations and regulations; genetic inheritance; blood group systems; compatibility testing; hemolytic disease of the newborn; blood components and donor selection. Laboratory exercises emphasize quality control; identification of blood group antigens and antibodies; cross-matching; prenatal testing and special techniques used in problem-solving.

MTC 473. Clinical Practicum Blood Bank. (5-30-8)
Prerequisite: MTC 472 or MTC 470.
In-depth clinical experience and practical application of blood banking theory including donor selection, collection, and processing; preparation and use of blood components; compatibility testing; paternity testing; prenatal workup; quality control; rules and regulations of blood bank; and special techniques in resolving transfusion problems. (Five weeks.)

MTC 475. Clinical Practicum Immunology. (5-30-8)
Prerequisite: MTC 375 or MTC 470 or permission of instructor.
Practical application of diagnostic techniques in the hospital immunology laboratory. (One week.)

MTC 481. Clinical Hematology II. (5-8-9)
Prerequisites: MTC 366, MTC 375, MTC 383, MTC 384, CMB 345 or permission of instructor.
In-depth study of qualitative and quantitative changes in peripheral blood and bone marrow cells found in pathologic disorders. Correlation of hematologic tests with other clinical findings in the diagnosis of various blood dyscrasias. Experience in cytochemical study of blood cells, tests utilized in the differential diagnosis of hemorrhagic disorders, hemoglobinopathies, and the study of abnormal peripheral blood and bone marrow films. Study and interpretation of hematology and coagulation case studies.

MTC 482. Clinical Practicum Hematology. (5-30-8)
Prerequisite: A grade of C or better in MTC 481, or permission of instructor.
Practical application and experience in techniques utilized in a clinical hematology laboratory. Practical experience in urinalysis and other body fluids included in this rotation. (Five weeks.)

MTC 485. Hematology/Fluid Analysis. (6-9-11)
Combines the didactic, student laboratory and clinical practicum experiences in the major areas of hematology, urinalysis, and other body fluids. Includes normal and abnormal hematopoiesis with emphasis on cellular morphology in associated pathological states. Principles and procedures in hematology and coagulation as well as the diagnostic value of analysis of urine and other body fluids are also covered. (for 4+1 students)

MTC 492. Case Presentation. (2-0-2)
Current patients presented and discussed by students and faculty integrating pathophysiology, biochemistry, micro-biology and anatomical abnormalities where applicable.

MTC 493. Directed Individual Study—Immuncology (Variable Credit)
MTC 494. Directed Individual Study. (Variable Credit)
MTC 495. Directed Individual Study—Blood Bank. (Variable Credit)
MTC 496. Directed Individual Study—Chemistry. (Variable Credit)
MTC 497. Directed Individual Study—Hematology. (Variable Credit)
MTC 498. Directed Individual Study— Microbiology. (Variable Credit)
MTC 499. Directed Individual Study— Instrumentation. (Variable Credit)

Flow Cytometry

Chair: J. Crowley; *Professor:* J. Crowley; *Associate Professor:* C. Pantazis; *Instructor:* W. Wansley

MTC 467. Lab Conference I. (1-0-1)
Student observes the weekly "working lab" meeting during which research and clinical faculty and personnel develop the weekly plan of day-to-day operations of the flow cytometry lab. Problems, projects and new test procedures are introduced at this time.

MTC 468. Lab Conference II . (1-0-1)
This course allows the student to increase participation in weekly "working lab" meetings by making monthly presentations to flow cytometry research and clinical faculty and personnel. The student also helps develop the weekly plan of day-to-day operations of the flow cytometry lab. The student is also given the opportunity to help plan the implementation of new test procedures.

MTC 469. Lab Conference III. (1-0-1)
During this course, the student is integrated as a member of the flow cytometry team and participates actively in the weekly "working lab" meetings. The student helps plan and decide his role in the day-to-day operations of the flow cytometry lab. Additionally, the student gives research findings by making monthly presentations.

MTC 477. Introductory Flow Cytometry. (2-0-2)
Includes an overview of the instrumentation, principles and diagnostic application of flow cytometry. Course contents focus on the basic electronics and mechanics of the flow cytometer, statistical analysis of data, and DNA and phenotype marker techniques.

MTC 478. Intermediate Flow Cytometry. (1-0-1)
Instructs the student in the actual operation and application of the principles introduced in MTC 477. Data interpretation and analysis emphasized in more detail as to clinical diagnostic application.

MTC 479. Advanced Flow Cytometry. (1-0-1)
Covers advanced operations such as multicolor, dye laser and sorting. Also included are other applications such as reticulocyte, platelet, and WBC antibodies, chromosome analysis, NK and drug assays, microbiology, cell functions and industrial applications.

MTC 487. Introduction to Flow Cytometry Lab. (0-27-7)
Acquaints the student with the basic components of flow cytometry instrumentation, preparation of lab samples, utilization of quality control procedures, reagents and statistics.

MTC 488. Intermediate Flow Cytometry Lab. (0-28-8)
Allows practical experience in the hands-on operation, such as setup, laser alignment, MDADS, runs and trouble-shooting. Additionally, data analysis acquisition and transfer, and DNA and phenotype analysis performed.

MTC 489. Advanced Flow Cytometry Lab. (0-28-0)
Gives the student experience in advanced operation and non-routine applications of the flow cytometer. Actual operations include multicolor, dye laser and sorting. Other applications are reticulocyte, platelet and WBC antibody, chromosome analysis, NK and drug assay, microbiology, cell functions and industrial applications. Additionally, completion of research projects is required.

Occupational Therapy

Chair: R. Carresco; *Professors:* V. Allen, N. Prendergast; *Associate Professors:* R. Carresco, C. Lee, N. Moulin, M. Rivner; *Assistant Professors:* W. Buckner, A. Murro; *Instructors:* K. Cammisa, R. Domyslawski, W. Littleton, B. Rucker; *Clinical Faculty:* B. Crout, M. Gould.

OTA 225. Occupational Therapy Assistant Practice. (3-0-3)
Introduction to occupational therapy and other health care professions. Basics of occupational therapy process and roles of COTA in communication, documentation, supervision, and professional activities. Introduction to medical terminology.

OTA 230. Developmental Tasks. (3-6-6)
Prerequisite or concurrent: OTA 225
Study, skill development and analysis of play, school, self-care and work activities through the life span. Laboratory activities include clinic management and instruction of individuals and groups.

OTH 235. Practice Skills for Physical Disabilities. (4-6-7)
Prerequisite or concurrent: OTA 225
Application of the COTA's role in the occupational therapy process with physical disabilities.

OTH 236. Practice Skills for Pediatrics. (3-6-6)
Prerequisite: OTA 225, OTA 230, OTA 235
Application of the COTA's role in the occupational therapy process in pediatrics.

OTH 237. Practice Skills for Psychosocial Dysfunction. (3-6-6-)
Prerequisite: OTA 225, OTA 230, OTA 235
Application of the COTA's role in the occupational therapy process with psychosocial dysfunction.

OTH 240. Treatment Methods. (3-6-6)
Prerequisite: OTA 235
Prerequisite or concurrent: OTA 236, OTA 237
Application of occupational therapy principles to the use and adaptation of leisure, homemaking, and work tasks. Includes modifying the physical environment, constructing static orthoses, directing activity programs, designing home programs and considerations unique to long-term care.

OTA 250. Fieldwork Experience. (0-40-12)
OTA 251. Fieldwork Experience. (0-40-6)
OTA 252. Fieldwork Experience. (0-40-6)
Full-time fieldwork experience following the completion of all didactic coursework.

OTH 300. Foundations of Occupational Therapy (4-3-5)
Introduction to occupational therapy. A frame of reference for practice is developed using historical and current trends in the field. Problem identification, analysis, categorization of health problems and terminology. Experiential group activities and pre-clinical experiences are included.

OTH 301. Human Development. (3-3-4)
Prerequisite: OTH 300, ANM 330
Major concepts of sensory-motor, cognitive and psychosocial development are discussed. Environmental and cultural influences are explored. Emphasis is on role acquisition, life tasks and adaptive processes. Field experiences include visits in the community, observations and interviews.

OTH 302. Basic Principles of Occupational Therapy. ***(4-3-5)***

Prerequisites: OTH 300, OTH 301, ANM 331, PHY 312, prerequisite or concurrent with OTH 303

Basic principles of occupational therapy assessment with introduction to criterion and normative-referenced testing and measurement. Includes application to program planning with selected clients, documentation, confidentiality, audit procedures and fieldwork experiences.

OTH 303. Basic Media. ***(1-6-4)***

Prerequisite or concurrent with: OTH 300, OTH 301

Laboratory course emphasizing basic media and activities.

Emphasis is on skill development, instructional methods and analysis of activities in terms of human performance components.

OTH 304. Group Process in Occupational Therapy. ***(1-2-2)***

Prerequisite or concurrent: OTH 302

An experiential course to develop communication skills necessary for the practice of occupational therapy.

OTH 305. Advanced Media. ***(1-6-4)***

Prerequisite: OTH 302

Laboratory course emphasizing advanced media and activities. Emphasis is on skill development, instructional methods, and analysis of activities in terms of human performance components.

OTH 306 A Systems Approach to Terminology ***(2-0-2)***

Prerequisite or concurrent with: OTH 300

Discussions of systems analyses and the use of health related terminology and chart review. Emphasis is on problem identification and clinical significance.

OTH 312. Concepts of Dysfunction. ***(4-0-4)***

Prerequisites: PHY 311, ANM 330

Discussions of selected health problems in terms of incidence, prognosis and implications for function. Topics include developmental disabilities, physical dysfunction and psychosocial dysfunction.

OTH 321. Basic Practice Skills of Occupational Therapy. ***(0-6-3)***

Prerequisites: OTH 300, OTH 301, OTH 306, OTH 332, ANM 330, PHY 311

Laboratory experience designed to teach skills in the evaluation and treatment of component level dysfunction.

OTH 332. Kinesiology. ***(2-6-5)***

Prerequisite or concurrent with: OTH 300, OTH 301, ANM 330

Study of human movement emphasizing biomechanical activity analysis and application to occupational therapy.

OTH 400. Occupational Therapy Applied to Psycho-Social Dysfunction. ***(4-6-6)***

Prerequisite: Senior standing; prerequisite or concurrent: OTH 305

Application of occupational therapy principles to clients for prevention or remediation of psychosocial dysfunction or maintenance of mental health. Methods and approaches are designed for community, acute or chronic settings. Application is made to psychological problems that may result from physical dysfunction. Fieldwork experiences are included.

OTH 401. Psycho-Social Fieldwork Experiences. ***(0-40-12)***

Prerequisite: OTH 400

Full-time fieldwork experience with emphasis on evaluation and management of clients with psychosocial deficits and/or dysfunction.

OTH 405. Occupational Therapy Applied to Pediatrics. ***(3-3-4)***

Prerequisite: Senior standing

Application of the occupational therapy process to functional problems occurring during infancy and childhood which interrupt or delay the sequence and/or rate of normal growth, development and maturation.

OTH 410. Occupational Therapy Applied to Physical Dysfunction. ***(4-6-6)***

Prerequisite: Senior standing; prerequisite or concurrent: OTH 305

Application of occupational therapy principles to clients who have physical deficit, delay, deprivation or stress. Emphasis is on assessment and specific treatment approaches and methods. Fieldwork experiences are included.

OTH 411. Physical Dysfunction Fieldwork Experiences. ***(0- 40-12)***

Prerequisite: OTH 410

Full-time fieldwork experience with emphasis on evaluation and management of clients with physical deficits and/or dysfunction.

OTH 415. Occupational Therapy Applied to Geriatrics. ***(2-3-3)***

Prerequisite: Senior standing

Application of occupational therapy principles with geriatric clients. Emphasis is on a developmental framework in assessment and specific treatment approaches and methods. Fieldwork experiences are included.

OTH 418. Occupational Therapy in the School Systems. ***(1-3-2)***

Prerequisite: Senior standing

Overview of school systems and the roles of occupational therapists in these settings. Includes fieldwork experiences.

OTH 419. Occupational Therapy in Community Agencies. ***(1-3-2)***

Prerequisite: Permission of instructor

Occupational therapy in community agencies. May include field experience in community mental health centers, day care and training centers and/or local self-help organizations.

OTH 420. Occupational Therapy in a Specialized Setting. ***(1-3-2)***

Prerequisite: Senior standing and permission of instructor

Independent study applying occupational therapy concepts to a specialized setting.

OTH 421. Investigation of a Problem. (variable credit)
Prerequisite: Permission of instructor
Designed to give the students an opportunity to investigate a topic of particular interest or need.

OTH 422. Occupational Therapy and the Vocational Process. (1-3-2)
Prerequisite: Senior standing
Application of occupational therapy principles to the evaluation, training and rehabilitation of individuals for worker tasks and worker-role adaptation.

OTH 423. Occupational Therapy with Developmental Disabilities. (1-3-2)
Prerequisite: Senior standing
Role of occupational therapy in the evaluation and management of developmentally disabled individuals. Includes fieldwork experiences.

OTH 435. Occupational Therapy Administration. (4-2-5)
Prerequisite: Either OTH 401 or OTH 411
Application of administrative or supervisory processes and professional standards. Topics include professional roles, management principles and quality assurance.

OTH 441. Research Project. (variable credit)
Prerequisite: OTH 455 and permission of instructor
Individual research project dealing with an area of interest to the student under the supervision of a faculty member.

OTH 450. Special Fieldwork Experiences. (0-40-8)
Prerequisite: OTH 401, OTH 411, and permission of instructor
Full-time fieldwork experience in an area of the student's choice.

OTH 455. Research Design and Methodology. (2-2-3)
Prerequisite: Senior standing
Introduction to the research process with application to critiquing literature and applying findings to occupational therapy practice.

OTH 460. Advanced Therapeutic Activities. (0-4-2)
Prerequisite: Senior standing
An in-depth study of selected activities and their therapeutic application. Emphasis will be on skill development, analysis and adaptation related to specific problems and symbolic and cultural implications.

Neurodiagnostic Technology Program

Second Year

NDT 210. Correlative EEG/EP. (2-0-2)
Prerequisites: NDT 103, NDT 105, NDT 107
Preparation of clinical technical papers for class presentation. Study of electroencephalographic and evoked potential responses in neuropathological processes are discussed. Corticography, ambulatory monitoring, neonatal recordings in EEG and Evoked Potentials are included.

NDT 211. EEG/EP Clinical Practicum II. (5-15-5)
Prerequisite: NDT 107
Provides comprehensive experience with patients and instrumentation. Weekly record review of students' electroencephalographic and evoked potential tracings are discussed.

NDT 212. Neuroanatomy and Clinical Correlations. (3-0-3)
A weekly one-hour lecture followed by laboratory seminars on basic neuroanatomy and its importance in neurodiagnostic testing.

NDT 214. Management of Medical Emergencies. (0-4-2)
Instruction in cardiopulmonary resuscitation, management of seizures and other common emergencies encountered in the EEG laboratory or during bedside recordings.

NDT 215. EEG/EP Clinical Practicum III. (0-15-5)
Prerequisite: NDT 211
Provides opportunities to exercise independent decision-making and assume increasing responsibility for the electroencephalographic and evoked potentials procedures. History taking, portable examinations, neonatal studies and intensive care unit recordings are emphasized.

NDT 216. EMG Clinical Practicum II. (0-15-5)
Prerequisite: NDT 108
Advanced laboratory work including special nerve conduction studies, portable examinations in intensive care situations; video recordings. Office management and training in setting up EMG laboratories; the care and repair of equipment; how to deal with manufacturers and service personnel.

NDT 218. EEG/EP Clinical Practicum IV. (0-15-5)
Prerequisite: NDT 215
Provides opportunities to perform routine and portable electroencephalographic and evoked potential tracings with minimal supervision. Emphasis is on laboratory management, special related procedures, corticography and ambulatory and video monitoring.

NDT 219. EMG Clinical Practicum III. (0-15-5)
Prerequisite: NDT 216
Independent patient studies under supervision. Daily review of tracings with review seminar. Expected to attend pertinent meetings and training sessions.

NDT 221. EEG/EP Clinical Practicum V. (0-17-6)
Prerequisite: NDT 218
Provides one on one clinical practice in electroencephalography and evoked potentials with minimal supervision and provides opportunities to strengthen weak areas.

NDT 222. EMG Clinical Practicum IV. (0-15-5)
Prerequisite: NDT 219
Nerve conduction study review.

NDT 223. Clinical Medicine. (3-0-3)
Discussions of disorders of patients referred for neurodiagnostic testing; seizure disorders, tumors, trauma, neuropathic and myopathic disorders, neuromuscular diseases, metabolic

and degenerative diseases, developmental disorders, functional and organic disorders of behavior. Reviews neurological exam and special techniques, including radiology and sonography.

Physical Therapy

Chair: J. Perry; *Professors:* B. May, J. Perry; *Associate Professors:* J. Dennis, M. McKeough, H. Smith; *Assistant Professors:* C. David, A. Natoli, D. Rohe, K. Wessling; *Instructors:* D. Backus, J. Dowling, D. Reimche, T. Stec, D. Zorn.

Prerequisite for all PTA courses: Physical therapist assistant student and successful completion of all preceding coursework. *Prerequisite for all PT courses:* Physical therapy student and successful completion of all preceding coursework.

PTA 201. Functional Anatomy. ***(4-4-6)***
Combines the basic subject matter found in human anatomy and kinesiology. Anatomy has emphasis on the musculoskeletal systems, but all systems are covered. Kinesiology concentrates on trunk and extremities with an introduction to biomechanics and gait.

PTA 202. Human Physiology. ***(4-4-6)***
Concepts of basic physiology of all body systems are presented. Emphasis is on the neuromuscular and cardio- respiratory systems.

PTA 203. Introduction to Health Care. ***(2-2-3)***
An introduction to health care and the health care system is designed to provide a frame of reference for the study of physical therapy. Medical terminology, basic communications, the health care environment, ethics and medical-legal aspects of physical therapy are included.

PTA 220. Topics in Physical Therapy I. ***(3-4-5)***
PTA 221. Topics in Physical Therapy II. ***(7-14-14)***
PTA 222. Topics in Physical Therapy III. ***(4-6-7)***
PTA 223. Topics in Physical Therapy IV. ***(5-12-11)***
The development of the ability to perform a physical therapy treatment is approached through study of physiological and psychological factors contributing to the patient's status. Physical therapy activities are presented sequentially in relation to pathological processes and the patient's total need. Classroom and laboratory activities provide the opportunity to attain the skills of a physical therapist assistant. An introduction to research methodology and experimental design is provided.

PTA 231. The Health Care System. ***(4-0-4)***
The exploration of the health care system and the delivery of physical therapy services. Topics include: health care providers, community agencies, methods of health care delivery management theories and the role and responsibilities of the physical therapist assistant within the physical therapy department, other hospital services, and other health care agencies.

PTA 240. Clinical Practicum I. (Part-time) ***(0-4-1)***
PTA 241. Clinical Practicum II. (Full-time) ***(0-8-1)***
PTA 242. Clinical Practicum III. (Full-time) ***(0-40-5)***
PTA 243. Clinical Practicum IV. (Full-time) ***(0-48-6)***
Clinical experiences in a variety of health care facilities are provided. Part-time experiences are in facilities near the Medical College campus. Full-time experiences provide clinical experiences directly related to the academic curriculum and are in facilities throughout the United States, chiefly in the Southeastern states.

PTA 245. Health Care Communications. ***(2-6-5)***
The study of the principles and techniques used in the helping process and interpersonal communications. Students develop skills and attitudes necessary for establishing and maintaining therapeutic relationships with patients, and develop the communication skills necessary to become effective members of the health care team.

PT 310. Dynamics of Human Movement. ***(9-4-11)***
The study of basic kinesiology, goniometry and muscle-testing related to normal movement.

PT 313. Musculoskeletal Problems 1. ***(7-5-9)***
The study of pathological, medical and therapeutic concepts relevant to simple orthopedic/musculoskeletal problems. Included are basic techniques of physical therapy intervention such as evaluative and treatment procedures and development of treatment plans.

PT 315. General Medical Problems 1. ***(5-8-8)***
Study of the etiology, signs, symptoms, gross medical management and physical therapy management of systemic medical problems associated with prolonged bed rest and immobilization.

PT 320. Clinical Experience I. ***(0-16-2)***
Clinical experiences are provided in health-care facilities within the Southeast. These are provided in a two-week block of time.

PT 340. Health Care Communications. ***(2-0-2)***
An introduction to health care and the health care system designed to assist the student in developing a frame of reference of the study of physical therapy. Includes communications and interpersonal relations, the health care environment, ethics and medical-legal aspects of physical therapy.

PT 341. Professional Issues. ***(3-0-3)***
An introduction to professional behaviors with special emphasis on documentation, outcome assessment, measurement and the history of the profession.

PT 413. Neurological Problems. ***(10-9-14)***
The study of pathological, medical and therapeutic concepts relevant to the physical therapy evaluation and treatment of individuals with neurologic impairment.

PT 415. Musculoskeletal Problems 2. ***(8-8-12)***
The study of pathological, medical and therapeutic concepts relevant to complex orthopedic/musculoskeletal problems. Included are advanced techniques of physical therapy intervention such as evaluative and treatment procedures and development of treatment plans.

PT 417. General Medical Problems 2. ***(4-5-6)***
Study of etiology, signs, symptoms, gross medical manage-

ment and physical therapy management of children and adults with pulmonary dysfunction, oncological and selected simple neurological problems.

PT 418. General Medical Problems 3. *(4-5-6)*
Study of etiology, signs, symptoms, gross medical management and physical therapy management of peripheral vascular diseases and amputations.

PT 420. Clinical Experience A. *(0-32-4)*
The student works in health care facilities in the Southeastern region of the United States, with clinical experiences directly related to the academic curriculum.

PT 421. Clinical Experience B. *(0-48-6)*
PT 422. Clinical Experience C. *(0-48-6)*
Six weeks of full-time clinical experiences provided in a wide variety of health care facilities. The experiences are designed to develop competence in treating a variety of patients.

PT 430. Research in Physical Therapy *(3-6-5)*
An introduction to interpretation and evaluation of research literature, basic statistics and statistical reasoning, the scientific method, research design and research proposal writing.

PT 431. Health Care Issues. *(3-2-4)*
Current issues and trends in health care at the state and national levels and their effects on delivery of physical therapy services. Topics include methods of health care delivery, national health insurance, health maintenance organizations, professional peer review, and other relevant issues.

PT 432. Designs for Administration. *(2-8-6)*
Theories and application of administrative activities including personnel relations, budgeting, planning, organizing and operating a physical therapy department.

PT 434. Teaching/Learning Processes. *(2-6-5)*
Introduction to learning theory with application to physical therapy and special emphasis on in-service, continuing, and patient education.

PT 441. Case History Review. *(1-2-2)*
The in-depth study of the physical therapy management of advanced clinical problems.

PT 442. Independent Study. *(2-5)*
Time and credit for independent study is given during the senior year to study some aspect of physical therapy and health care in depth. These experiences are designed by the student with guidance from appropriate faculty. Students must participate in some aspects of independent study.

Physician Assistant

Chair: B. Dadig; *Instructors:* C. Lewis, L. Lee, W. Hunt, S. Haddow.

PAD 302. Medical Terminology. *(0-0-1)*
Programmed text, with no formal classroom instruction. An end-of-course examination is given during August orientation.

PAD 308. Physical Diagnosis. *(4-3-6)*
Perform physical exams, take medical histories, use the basic hand instruments in performing physical examinations. During this course normal findings are emphasized.

PAD 326. P.A. Seminar. *(1-0-1)*
Professional role development to include: history of the profession, legal and ethical issues of P.A. practice, various practice settings, role of other allied health professionals, and the physician assistant as a member of the health care team.

PAD 328. Clinical Medicine I. *(6-1-7)*
The pathophysiology of physical and mental disease processes and the relationship between symptoms, objective findings and laboratory tests are emphasized.

PAD 329. Clinical Medicine II. *(8-2-9)*
Continuation of PAD 328.

PAD 331. Clinical Medicine III. *(8-2-9)*
Continuation of PAD 329.

PAD 343. Surgical and Acute Care. *(3-1-4)*
A didactic and laboratory course with the focus on common acute care and surgical entities. The laboratory sessions introduce the student to aseptic technique, instruments, suturing and wound management and OR demeanor.

PAD 347. Communication Skills for Physician Assistant. *(2-0-2)*
Students learn and develop essential and effective interviewing and communication skills necessary for the physician assistant to perform a competent medical interview and assessment.

PAD 348. Psychosocial Issues in Health Care. *(2-0-2)*
Social psychology as applied to a general medicine practice. Interpersonal relations, family problems, human sexuality, rape, special needs of children, minority groups, chronic illness, and death and dying are explained. Emphasis is on the development of insight to facilitate competent clinical management of the "whole patient".

PAD 401. Preceptorship. *(variable credit)*
Required of all students, during the summer quarter (the last quarter of study), the student works with a physician in an office practice setting. The clinical setting may be in family practice, pediatrics, internal medicine or general surgery.

PAD 403. Family Practice Clinical Rotation. *(5-15-12)*
Primary-care problems in a family practice setting. Students encounter a variety of clinical situations in various settings. (six weeks)

PAD 404. Internal Medicine Clinical Rotation. *(5-15-12)*
Evaluation and management of the patients with common medical disorders. (six weeks)

PAD 405. Pediatric Clinical Rotation. *(5-15-12)*
Health care of the pediatric patient from birth through adolescence. (six weeks)

PAD 406. OB-GYN Clinical Rotation. ***(5-15-12)***
Experience in prenatal and postnatal care, therapeutic procedures specifically related to gynecological and obstetrical problems and the normal course of pregnancy, labor and delivery, as well as complications. (six weeks)

PAD 407. Mental Health Clinical Rotation. ***(5-15-12)***
Exposure to a variety of problems in mental health and an understanding of how to make dispositions of these problems. (six weeks)

PAD 418. Surgery Clinical Rotation. ***(5-15-12)***
Pre- and post-operative patient management and operating room exposure. (six weeks)

PAD 420. Emergency Medicine Clinical Rotation. ***(5-15-12)***
Emergency and routine medical procedures performed in a typical hospital emergency room. (six weeks)

PAD 421. Advanced Cardiac Life Support (ACLS). ***(1-1-1)***
Development of skills for advanced cardiac life support based on the American Heart Association's guidelines with potential for certification.

PAD 422. Concepts on Health Care Delivery. ***(1-0-1)***
Overview of present health-care delivery systems and their impact on physician assistant practice.

PAD 423. Geriatrics. ***(1-0-1)***
Gerontology topics as related to physician assistant's expanded role in the delivery of health care services to the elderly. Resources for aging on local and national levels; impact of chronic illness in the elderly population, i.e., heart disease, cancer, stroke, emphysema/bronchitis, diabetes, hypertension and arteriosclerosis; and maximizing health and functioning of this segment of the population are areas explored.

PAD 424. Health Promotion/Disease Prevention. ***(2-0-2)***
Individual and community strategies for health promotion and disease prevention are emphasized.

PAD 426. Clinical Pharmacology. ***(1-0-1)***
An overview of the body of information that underlies the clinically effective and safe use of drugs in diagnosis, prevention, or treatment of disease.

PADE. Electives. ***(variable credit)***
Electives may provide additional or initial exposure to the clinical specialties under the supervision of a physician certified in that particular speciality.

Radiologic Technologies

Chair: S. Gregory; *Associate Chair:* W. Mundy; *Associate Professors:* S. Gregory, R. Lam, N. Lavin, W. Mundy; *Assistant Professor:* A. Vann; *Instructors:* G. Passmore, L. Reyes; *Clinical Instruction Radiographer:* T. Balk

Some courses specify prerequisite courses. At the discretion of the faculty, the department reserves the right to waive prerequisite requirement(s) where appropriate.

DMS 302. Cross-Sectional Anatomy. ***(3-0-3)***
This course supplements the sonography student's knowledge of anatomy through presentation of transverse, sagital and coronal cross-sections of the head, pelvis and body trunk. Reference to sonographic and computerized tomography images. Discussion includes transducer orientation, dynamic and static scanning, and pathology-related alterations to the cross-sectional image.

DMS 311. Sonologic Applications (GYN). ***(4-0-4)***
An introduction to female anatomy and pathology with ultrasound correlation. Three modules are presented: Module One—normal anatomy, menstrual cycle; Module Two—uterine and ovarian anomalies; Module Three—ectopic pregnancy, pelvic inflammatory disease, intrauterine contraceptive devices.

DMS 312. Sonologic Applications (OB). ***(4-0-4)***
Prerequisite: DMS 311
An overview of the applications of ultrasound in normal and high-risk pregnancy from conception to delivery. The course consists of two modules: Module One—determining gestational age, fetal anatomy; Module Two—obstetrical and medical complications, and management techniques.

DMS 313. Sonologic Applications (Abdominal). ***(4-0-4)***
Prerequisite: DMS 302
Reviews basic anatomy and physiology of major abdominal organs. The sonographic appearance of abdominal organs in health and disease is presented.

DMS 322. Special Topics. ***(3-0-2)***
Presents different topics in the field of ultrasound, and introduces several allied health professions. Aids the student in developing a basic knowledge of the other health professions, and broadens understanding of different ultrasound topics.

DMS 335. Conference I. ***(2-0-2)***
DMS 336. Conference II. ***(2-0-2)***
DMS 337. Conference III. ***(2-0-2)***
The student observes and participates in abdominal and ob/gyn ultrasound conferences where sonologists or sonsographers review and interpret patient examinations. Special assignments complete the course.

DMS 341. Clinical Practicum I (Instrumentation/ Patient Care). ***(3-1-4)***
An introduction to instrumentation in a clinical setting. Students review operator's manuals and gain hands-on experience with scanning units at different clinical sites. Students without prior health care backgrounds may be required to participate in clinic rotations. Basic patient care is also included.

DMS 342. Clinical Practicum II. ***(0-20-5)***
DMS 343. Clinical Practicum III. ***(0-32-8)***
DMS 344. Clinical Practicum IV. ***(0-36-9)***
The student participates in the clinical areas of general abdominal, ob/gyn, and portable procedures. Static and dynamic

scanning introduced. Students learn scanning expertise through rotation to various sonographic laboratories or service areas, observing and performing examinations under the supervision of the clinical instructor. Clinical competencies are performed, and a special clinical assignment completes the course.

DMS 351. Sonographic Survey. *(2-0-2)*

A comprehensive overview of the didactic and clinical program topics. Prescriptive assignments aid the students in raising suboptimal areas of levels of competency.

DMS 411. Sonologic Applications of Vascular Technology *(4-0-4)*

Prerequisite: ARDMS certification or completion of the junior year/certificate sonography curriculum; or permission of instructor.

Senior students are introduced to vascular sonology. Lecture topics include peripheral venous and arterial imaging, transcranial doppler imaging and carotid artery imaging.

DMS 412. Sonologic Applications of Echocardiography *(4-0-4)*

Prerequisite: ARDMS certification or completion of the junior year/certificate sonography curriculum; or permission of instructor.

Senior students are introduced to echocardiography. Lecture topics include cardiac anatomy and physiology, acquired heart disease and congenital heart disease.

DMS 422. Directed Study. *(4-0-4)*

Prepares the student for research writing through a step-by-step evaluation of the process. A sonographic problem and subproblems evaluated. The student accumulates and evaluates data, and writes a conclusion based upon research findings. The student's work may be submitted for publication at the discretion of the faculty. Alternate project(s) may be assigned at the discretion of the faculty.

DMS 441. Clinical Practicum V. *(0-0 to 24-0 to 6)*
DMS 442. Clinical Practicum VI. *(0-24-6)*
DMS 443. Clinical Practicum VII. *(0-24-6)*

Prerequisite: ARDMS certification or completion of the junior year/certificate sonography curriculum

Senior practicum may include a review of sonographic skills in abdominal and ob/gyn scanning through rotation to various sonographic laboratories. An introduction to vascular, echocardiography, neurosonology, breast, and invasive procedures through observation and scanning under the direction of a clinical instructor is included. Special clinical assignments complete the course.

NMT 141. Introduction to Clinical Practicum. *(1-12-3)*

An introduction to the fundamentals of department operations, equipment and materials, patient care and management, and medical terminology. The student observes clinical application of these fundamentals and learns how they are applied by the nuclear medicine technologist to the ongoing activities of the department.

MT 142. Clinical Practicum. *(0-12-2)*
NMT 143. Clinical Practicum. *(0-18-3)*
NMT 144. Clinical Practicum. *(0-20-4)*
NMT 241. Clinical Practicum. *(0-16-5)*
NMT 242. Clinical Practicum. *(0-20-5)*
NMT 243A. Clinical Practicum. *(0-20-5)*
NMT 243B. Clinical Practicum. *(0-24-6)*
NMT 244. Clinical Preceptorship. *(0-40-2)*

Assignment to clinical practicum on the quarter basis in the teaching hospital or one of the affiliate institutions, under a clinical instructor or designated technologist who instructs in the performance of the procedures done in that particular clinic.

NMT 201. Seminar in NMT. *(2-0-2)*

A review of nuclear medicine literature through research, discussion, and student or guest presentations.

NMT 211. In Vivo Nuclear Medicine Technology I. *(4-2-5)*
NMT 212. In Vivo Nuclear Medicine Technology II. *(5-0-5)*

An overview of anatomy and positioning, radiation safety and radiopharmaceuticals, with a discussion of the rationale, procedure and technical aspects of in vivo studies to include laboratory exercises and case studies.

NMT 213. In Vitro Nuclear Medicine Technology. *(3-2-4)*

Routine procedures of the radiochemical laboratory, particularly in vitro studies, presented in lecture and laboratory sessions.

NMT 422. Special Topics in Nuclear Medicine Technology. *(Variable; 2-5 credit hours)*

Students are assigned study and research topics according to their special interests. A suitable research paper or report is required.

NMT 423. Radiochemistry. *(4-2-5)*

Special radiochemistry techniques and radiopharmacy chemistries are presented through lectures and practical exercises, to include various assay techniques and the rationales for the development of assay systems. Chemical and biological aspects of radiopharmaceutical production is discussed. Federal regulations for radiopharmaceutical development are reviewed and quality control is emphasized. A significant portion of the learning process is directed toward current literature in the field.

NMT 436. Computer Applications in Nuclear Medicine I. *(2-3-3)*

Prerequisite: PCS 221 or equivalent

An introduction to nuclear medicine computer system through didactic lecture series and hands-on laboratory exercises. Emphasis is on an understanding of the operations and utilization of the more basic functions of a nuclear medicine imaging computer system as found in a clinical environment.

NMT 437. Computer Applications in Nuclear Medicine II. *(2-3-3)*

Prerequisite: NMT 436

Advanced applications of nuclear medicine computer systems. Didactic lecture series and hands-on laboratory exercise

place emphasis on the specialized areas of clinical utilization of computer hardware and software currently available in nuclear medicine departments.

NMT 441. Clinical Practicum. ***(1-10-3)***
NMT 442. Clinical Practicum. ***(1-10-3)***
NMT 443. Clinical Practicum. ***(1-10-3)***

Clinical practicum in routine and special function areas. The student works under the supervision of the clinical instructor who is responsible for the quality of performance of the student. Special clinical assignments may be made at the discretion of the clinical supervisor or the clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries, routine nuclear medicine, CT, sonography and MRI.

PCS 221. Computers in Radiologic Sciences. ***(2-2-3)***

An introduction of the fundamentals of computer operation, computer terminology, hardware and software, flow charting and introductory basic language. Programming for specific applicable problems in radiologic sciences is introduced.

PCS 231. Introduction to Radiation Physics. ***(4-0-4)***

An introduction to the concept of energy and its application to the atom and nucleus. Radioactive decay, common radiation units, radiation detection and the interaction of radiation with matter are stressed.

PCS 232. Physics of Nuclear Medicine. ***(3-4-5)***

Prerequisite: PCS 231

The theory of operation of nuclear medical laboratory instrumentation is presented in lectures coordinated with weekly experiments in directed laboratory sessions. Major emphasis is on quality control of nuclear instrumentation.

PCS 335. Physics of Diagnostic Ultrasound. ***(3-1-4)***

Prerequisite: college algebra (pre-calculus is recommended)

The physics of acoustics; ultrasonic properties and principles; tranducers and sound beams; and the biologic effects of ultrasound. Basic principles and controls of ultrasound instruments with quality-control techniques are introduced. A review of related mathematics, units and physical concepts. Laboratory sessions demonstrate the physical principles of diagnostic ultrasound as they are applied to the imaging process.

PCS 432. Basic Biomedical Electronics. ***(2-2-3)***

Basic principles of medical electronics to include characterization and applications of numerous solid state devices, instrument trouble shooting, and electrical safety in the patient care environment. The laboratory offers familiarization with several test instruments and representative circuitry encountered in medical instrumentation.

PCS 435. Medical Physics and Instrumentation. ***(4-2-5)***

Prerequisite: pre-calculus math

A review and in-depth presentation of matter, energy and radiation; principles of X-rays and radioactivity; interactions of X- and gamma rays; radiation protection to include federal regulations; and laboratory to include experiences using the various radiation detection instrumentation.

PCS 436. Advanced Physics of Radiologic Technology. ***(4-2-5)***

Prerequisite: PCS 435

The physical and technical aspects of image formation to include characteristics of diagnostic X-ray machines, recording systems and media, X-ray spectrum, and information limits and losses. An in-depth survey of modern X-ray equipment performance to include the total radiographic system: modern X-ray tubes and generators, image intensifiers and related systems, X-ray film and processing, intensifying and fluoroscopic screens, and writing performance and bid specifications. A lab covers X-ray generator supporting systems and basic invasive and non- invasive test equipment.

PCS 437. Data Analysis Methods for NMT. ***(3-2-4)***

Prerequisite: PCS 435

Integral and differential incremental analysis techniques for the processing of radionuclide count and image data are presented through a series of applied problems. These include a study of mathematical functions, statistical tests, computer graphics and specific examples for the analysis of patient data.

RSC 111. Introduction to Radiologic Professions. ***(2-2-2)***

An overview of the history of radiology, radiology services, and radiologic professions. Introduction to both didactic and clinical education to include the fundamentals of department operations, equipment and materials, patient handling, patient care, and medical terminology. Considerations of acceptable performance as a novice practicing clinician are presented.

RSC 113. Psychology of the Ill. ***(2-0-2)***

Introduction to the psychosocial aspect of health care to include: perspectives of the technologist; problems, privileges, incentives and interactions of the patient; determinations of effective interaction; technologist- patient relationships; the aging process; and death and dying.

RSC 202. Diagnostic Imaging and Therapeutic Modalities. ***(2-0-2)***

A comprehensive basic overview of nuclear medicine, radiography, ultrasound, computer tomography, magnetic resonance imaging and radiation therapy for sophomore radiologic technologies students. A correlative approach is used to introduce these adjunct imaging and therapeutic modalities. Content areas for each module are terminology, instrumentation, operational principles, clinical applications, and benefits.

RSC 233. Radiation Health. ***(3-1-3)***

Regulations, principles and practices of radiation protection, and information particular to each specialty. The medical aspects of radiobiology including cellular, systemic and total body responses; and somatic and genetic effects of radiation.

RSC 402. Cross-Sectional Anatomy. ***(3-0-3)***

Prerequisites: College anatomy and physiology course sequence

Offered to advanced students in radiologic science. Supplements the student's knowledge of anatomy through presentation of transverse, saggital, longitudinal and coronal cross-sections of the head and body trunk. Correlation with computed tomography, magnetic resonance, and sonographic

images is made. Material presented is a foundation for further study in any of these modalities.

RSC 410. Patient Care. ***(3-0-3)***
Patient observation and monitoring skills, and selected patient crises/emergency situations to include appropriate intervention skills such as cardiopulmonary resuscitation. Advanced life support instrumentation and techniques used to assist in patient resuscitation efforts. Proper administration and/or maintenance of intravenous lifeline, oxygen therapy, suction therapy, cardiac monitors and defibrillators. General anesthesia, selected types of drug therapy and patient records.

RSC 421. Pathology. ***(3-0-3)***
An introduction to the normal and abnormal development, growth, and structure of human cells and organs, and the study of pathological conditions diagnosed with the aid of diagnostic imaging modalities.

RSE 412. Clinical Instruction & Assessment. ***(2-2-3)***
A systematic approach to clinical instruction and assessment for teaching and managing the clinical education. Special emphasis is on the process of designing and using objective evaluative instruments for measuring clinical performance.

RSE 430. Audiovisual Methods and Materials. ***(3-0-3)***
The theory, application, design and use of audiovisuals in the classroom. Students design and produce an individualized learning package using audiovisuals on a content area in their discipline.

RSE 431. Teaching Methods. ***(2-2-3)***
The means to teach and practice component skills of teaching. Focus is on the discrete skills of teaching as developed by the Micro-teaching Laboratory of Stanford University. Conducted primarily in a laboratory setting using videotape playback for critique and skill mastery.

RSE 432. Curriculum Development. ***(3-0-3)***
Introduction to the systems approach to teaching and curriculum development, to include techniques of developing, planning, organizing and administration of a curriculum in an allied health program. Professional and institutional requirements and guidelines are presented.

RSE 443. Teaching Preceptorship. ***(0-Variable-3)***
Students are assigned to an accredited program in their discipline for practical application of teaching skills, and an organized exposure to a broad spectrum of teaching situations.

RSM 431. Departmental Design. ***(1-3-3)***
The principles and concepts of all the design of a radiology department. Students participate in a group project to develop an entire department design, given certain parameters and specifications.

RSM 432. Management of the Radiology Department. ***(3-0-3)***
Application of the principles of business administration and personnel management to the radiology department, including the study of budgeting and financing, personnel supervision, patient scheduling, quality controls, data and record storage and retrieval, etc. Presentation of the intra- and extra- institutional forces on the management of a radiology department.

RSM 443. Management Preceptorship. ***(0-Variable-3)***
Assignment to an administrative position in a hospital or department of radiology or nuclear medicine for practical application of administrative skills. Cooperative planning by supervising administrators and faculty from the department of radiologic technologies provide organized exposure to a broad spectrum of work situations.

RTR 111. Radiographic Procedures I. ***(4-2-5)***
The first of a three-course sequence in radiographic positioning and imaging procedures. Presents the following topics: pertinent anatomical and positioning terminology; topographic landmarks for positioning; positioning criteria and tasks for routine imaging of the chest, abdomen, and skeleton to exclude cranium; and image analysis of skeletal and body trunk projections. Fundamentals of image production, exposure control, and image quality are presented sufficient for basic image analysis.

RTR 112. Radiographic Procedures II. ***(4-2-4)***
A study of the characteristics and performance of routine contrast media procedures of the gastrointestinal, genitourinary, and accessory digestive systems; as well as imaging techniques for the cranium, and specialized views of the skull and skeleton.

RTR 121. Radiographic Technique I. ***(3-2-4)***
The photographic principles of radiography, including films, film holders, and film processing. Radiographic devices that affect and control the photographic properties of radiographs are discussed. Practical application of the material is presented through laboratory sessions.

RTR 131. Radiologic Science I. ***(2-0-2)***
The first in a series of three radiological science courses offered to associate degree students in radiography. The fundamentals of mechanics, atomic and nuclear structure, electrostatics and electrodynamics, electromagnetism, waves and particles, and interactions of x-rays with matter are presented.

RTR 141. Clinical Practicum.* ***(0-18-3)***
RTR 142. Clinical Practicum. ***(0-24-4)***
RTR 143A. Clinical Practicum. ***(0-23-4)***
RTR 143B. Clinical Practicum. ***(0-35-8)***
RTR 241. Clinical Practicum. ***(0-31-5)***
RTR 242. Clinical Practicum. ***(0-32-7)***
RTR 243A. Clinical Practicum. ***(0-35-8)***
RTR 243B. Clinical Practicum. ***(0-23-4)***
Students perform and demonstrate clinically the knowledge gained in corresponding courses of curriculum. An opportunity to perform as a practicing radiographer is provided.

*A student who receives a D or F in clinical practicum may be denied permission to continue in subsequent clinical practicum. The Department Promotions Committee will review the student's performance and will make an appropriate recommendation.

RTR 211. Radiographic Procedures III. ***(3-0-3)***
Routine projections of the facial bones are presented via lecture and laboratory. Advanced radiographic procedures of the anatomical systems are presented through lecture, discussion, and film analysis. Basic parameters of the procedures are investigated to include: purpose of exam, procedural steps, patient and equipment preparation, type and injection method of contrast media, radiographic series, imaging, and anatomy visualized.

RTR 221. Radiographic Technique II. ***(3-0-3)***
A basic knowledge of specialized adjunct equipment and advanced theory of radiation photography including emphasis on mathematical problems.

RTR 231. Radiologic Science II. ***(3-2-3)***
The third in a series of radiological science courses. It deals with the individual components and principles of operation of diagnostic radiographic equipment. Discussion of equipment, preventive maintenance and test equipment is also presented.

RTR 251. Seminar. ***(4-0-4)***
A comprehensive overview of the didactic and clinical program topics as they relate to performance skills and problem solving. Frequent evaluations are used to diagnose areas of deficiency for each student to raise these areas to optimal levels of competency.

RTR 411. Special Procedures. ***(2-0-2)***
An analysis of advanced imaging procedures, particularly investigative contract media studies of body systems and organs. Emphasis is on patient, procedure, and materials management to prepare students for expanded roles as radiographic imaging specialists.

RTR 422. Special Topics in Radiology. ***(2-0-2)***
Review of current literature in radiography, to include data on recent technical advances in practice, current and future trends. Student presentation and discussion emphasized.

RTR 437. Quality Control in Radiography. ***(2-2-3)***
The philosophy and basic principles of quality assurance/control in radiography. Factors influencing image quality, the influence of these factors on radiographs, explanation of instruments used in a quality control program, as well as collection and interpretation of statistical data. Practical application through laboratory sessions.

RTR 441. Clinical Practicum. ***(0-12-3)***
RTR 442. Clinical Practicum. ***(0-12-3)***
RTR 443. Clinical Practicum. ***(0-12-3)***
Elective clinical rotations in areas such as CT scanning, tomography ultrasound, cardiovascular, abdominal and neuroangiography, quality control, etc.

RTT 141. Clinical Practicum. ***(0-5-1)***
RTT 142. Clinical Practicum. ***(0-15-3)***
RTT 143. Clinical Practicum. ***(0-25-5)***
RTT 144. Clinical Practicum. ***(0-25-5)***
RTT 241A. Clinical Practicum. ***(0-25-5)***
RTT 241B. Clinical Practicum. ***(0-20-4)***
RTT 242A. Clinical Practicum. ***(0-25-5)***
RTT 242B. Clinical Practicum. ***(0-20-4)***
RTT 243. Clinical Practicum. ***(0-25-5)***
RTT 244B. Clinical Practicum. ***(0-35-7)***
Clinical experiences on a monthly basis at the Georgia Radiation Therapy Center in Augusta. Students work with the clinical personnel in a team approach to radiation therapy treatment, planning and patient care.

RTT 201. Radiation Therapy I. ***(4-0-4)***
An overview of radiation therapy to include medical terminology, patient care, patient positioning, basic machine usage, as well as the rationale of radiation therapy and related subject matters.

RTT 213. Quality Assurance. ***(1-4-3)***
An overview of quality assurance in radiation therapy to include methods of monitoring the function of radiation therapy equipment, the maintenance of complete and accurate patient records and records reflecting the function of the equipment, as well as routine checks for the general condition of the treatment room.

RTT 215. Seminar. ***(5-0-5)***
A review of radiation therapy literature through research, discussions, and student or guest presentation.

RTT 221. Radiation Oncology I. ***(3-0-3)***
RTT 222. Radiation Oncology II. ***(3-0-3)***
An introduction of specific malignant disease entities by site of occurrence, including specific approaches to treatment of the body, breast, lung, bladder, brain, female and male urogenital organs, lymphomas, skin, bone and the central nervous system. Disease processes and the treatment planning philosophy are discussed, as well as the inner- relating of treatment planning with clinical radiation therapy.

RTT 231. Dosimetry I. ***(4-3-5)***
Prerequisite: PCS 231
RTT 232. Dosimetry II. ***(4-3-5)***
Prerequisite: RTT 231
An introduction to the physical properties, uses, dosage calculations and care of sealed sources of radiation as well as: comparison of isodose curves (single fields); parallel opposed pair; three fields; four fields; principles of multiple-field techniques; hot spots; oblique incidence, wedges and compensations; principles of instruction to include rotation and arc therapy; consideration of dosage calculations, such as tumor doses and maximum-minimum skin or tissue doses, with emphasis on planning treatments for a particular site of the body including the use of immobilization devices. Principles, aims, and techniques of applying ionizing radiation of the human body are addressed and supplemented by practical instruction in the treatment area and a clinical rotation through the planning department.

RTT 413. Quality Assurance in Health Care. ***(3-0-3)***
The student is introduced to methods of monitoring and evaluating the effectiveness and efficiency of a radiation oncology department.

RTT 436. Advanced Dosimetry I. ***(2-3-3)***
Prerequisites: RTT 232 and PCS 435
RTT 437. Advanced Dosimetry II. ***(2-3-3)***
Prerequisite: RTT 436
A detailed study of patient dosimetry for radiation therapy. Advanced planning techniques for external beam and brachytherapy. Treatment planning projects assigned to illustrate various techniques. Emphasis on comparison of treatment methods for selected anatomical sites.

RTT 441. Clinical Practicum. ***(0-12-3)***
RTT 442. Clinical Practicum. ***(0-12-3)***
RTT 443. Clinical Practicum. ***(0-12-3)***
Elective clinical rotations in areas such as department administration, diagnostic radiography, dosimetry, radiation safety, teaching, and quality assurance.

RTT 444. Clinical Practicum. ***(0-18-6)***
RTT 445. Clinical Practicum. ***(0-18-6)***
RTT 446. Clinical Practicum. ***(0-18-6)***
RTT 447. Clinical Practicum. ***(0-36-12)***
Monthly clinical experiences which cover, but are not limited to, the following aspects of radiation therapy: annual calibrations of equipment with a physicist, dose calculations and treatment planning, radiation safety and quality assurance.

Respiratory Therapy

Chair: S. Mishoe. *Associate Professor:* S. Mishoe, A. Taft; *Assistant Professor:* R. Baker, F. Dennison; *Instructor:* W. Brooks, N. Gann, C. Phillips.

RTH 299. Medical Terminology. ***(0-4-2)***
A self-study course to give the student a working knowledge of medical terminology. The combination of a programmed text and instructor supervision is used with emphasis on work construction, definition and use of medical terms.

RTH 300. Clinical Practicum I. ***(0-8-4)***
Prerequisite: RTH 301, RTH 301L, RTH 304
Students perform and demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 301. Respiratory Therapy Orientation. ***(5-0-5)***
Gas laws, medical gas administration, oxygen therapy, humidity and aerosol therapy. A brief introduction of the organization and history of the respiratory therapy profession is included.

RTH 301L. Clinical Lab. ***(0-4-2)***
Prerequisite: Enrollment in RTH 301
Hands-on experience with medical gas administration, humidity therapy and aerosol therapy. A brief introduction of the organization and history of respiratory therapy is included.

RTH 302. Clinical Practicum II. ***(0-8-4)***
Prerequisites: RTH 300, RTH 305, RTH 305L
Students perform and demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 303. Independent Study or Computer Course. ***(Variable credit)***
Prerequisites: Permission of the instructor
Opportunity to pursue a course of study of particular interest in a non-resident or informal setting.

RTH 304. Cardiopulmonary Resuscitation. ***(2-4-2)***
An introduction to current practice of cardiopulmonary resuscitation. Various problems associated with CPR are covered and equipment needs are stressed. Factors predisposing individuals to cardiac arrest covered. Upon completion the student is awarded a certificate attesting that he/she is trained in basic cardiopulmonary resuscitation.

RTH 305. Basic Respiratory Therapy Appliances and Modalities ***(6-0-6)***
Prerequisite: RTH 301, RTH 301L
Theories and principles of positive pressure breathing, incentive spirometry, disinfection, sterilization, chest physical therapy and ausculation. An in-depth study of the operation and maintenance of basic oxygen analyzers and pressure cycled ventilators.

RTH 305L. Clinical Lab. ***(0-4-2)***
Prerequisite: Enrollment in RTH 305
Experience with the administration, function, repair and maintenance of basic respiratory therapy equipment and medical gases presented in RTH 305.

RTH 310. Cardiopulmonary Pathophysiology. ***(5-0-5)***
Prerequisites: RTH 305, ANM 330, PHY 311, PHY 312
Pathophysiology of disease entities that primarily involve the pulmonary system as well as the cardiovascular system. The etiology and pathophysiology of pulmonary disease, abnormal pulmonary mechanics, chest radiographic appearance, and a brief description of the treatment of each disease process is covered.

RTH 312. Clinical Presentations. ***(1-4-2)***
Prerequisite: RTH 310
Experience in searching medical records and support materials to prepare and make presentations of actual clinical case studies.

RTH 402. Clinical Practicum III. ***(0-16-8)***
Prerequisites: RTH 302, RTH 405, RTH 407, RTH 410, RTH 410L
Students perform and demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 404. Clinical Practicum IV. ***(0-16-8)***
Prerequisite: RTH 402, RTH 417
Students perform and demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 405. Ventilation, Quantitation and Clinical Evaluation. ***(3-0-3)***
Prerequisites: RTH 302, RTH 305, RTH 310
A study of clinical measurements used for evaluating adequacy of ventilation, oxygenation and cardiac output. Emphasis on analysis and interpretation of arterial blood gases, electrolytes, colloid oncotic pressures, cardiac output, VD/VT, QS/QT and V/Q.

RTH 407. Methods of Ventilatory Alteration. ***(3-2-4)***
Prerequisites: RTH 302, RTH 305, RTH 310
Overview of up-to-date mechanical devices used to assist and control ventilation. Emphasis is on ventilator classification, criteria for ventilatory system, troubleshooting and bedside spirometry. Presentations are given at the end of the course illustrating mismanaged and properly managed case studies on mechanical ventilation.

RTH 408. Special Clinical Rotation. ***(0-8-4)***
Prerequisites: RTH 404, completion of all coursework and senior standing.
Additional opportunity to participate in a clinical area of particular interest.

RTH 409. Pulmonary Rehabilitation. ***(2-0-2)***
Prerequisites: Senior standing, RTH 310
Correlation of physiologic test results and physical examination in diagnosis of chronic obstructive pulmonary disease. Students learn the mechanical disadvantages of the COPD patient's breathing pattern and how these disadvantages can be modified through physical therapy to improve pulmonary function. The goals and elements of a pulmonary rehabilitation program are discussed, including home based systematic care. Student skills are demonstrated in patient instruction of breathing exercises.

RTH 410. Intensive Respiratory Care. ***(4-0-4)***
Prerequisites: RTH 302, RTH 305, RTH 310
An in-depth lecture and laboratory series emphasizing intensive respiratory care procedures. Emphasis on arterial blood gas techniques, artificial airways, artificial airway care and chest tube drainage systems. Techniques for respiratory, cardiac and hemodynamic monitoring are discussed.

RTH 410L. Intensive Respiratory Care Lab. ***(0-2-1)***
Prerequisite: Enrollment in RTH 410
Hands-on experiences with critical care procedures utilizing living animal models.

RTH 412. Pulmonary Functions. ***(2-2-3)***
Prerequisite: RTH 310
Normal and abnormal pulmonary functions. Students perform and interpret pulmonary function studies. Maintenance and repair of pulmonary function equipment is covered.

RTH 414. Respiratory Therapy Pharmacology. ***(1-0-1)***
Prerequisite: RTH 305
A computer-based course in which students learn respiratory therapy drug names, components and pharmacological effects. Dosage calculations and concentration measurements are covered. Other drug classifications are covered using individual independent study packages.

RTH 417. Newborn and Pediatric Care. ***(4-0-4)***
Prerequisites: RTH 405, RTH 407, RTH 410
Normal growth and development in the newborn through the pediatric age groups are covered in depth. Cardiopulmonary diseases specific to the newborn and pediatric patient, along with therapeutic procedures are discussed. Mechanical-ventilation of the newborn and pediatric patient is covered.

RTH 424. Library Research. ***(1-1-2)***
Prerequisite: RTH 402
Experience in searching medical literature. Students prepare and present an original paper.

RTH 450. Respiratory Therapy Seminar. ***(2-0-2)***
Prerequisite: Senior standing
A survey in recent trends in respiratory therapy. Job opportunities in the Southeast are explored, a curriculum vitae is made by the students and a comprehensive written and clinical simulation exam is administered (a graduation requirement).

School of Dentistry

Academic Calendar

School of Dentistry

Fall Quarter	*1993*	*1994*
Orientation for new students	August 23–27	August 22–26
Registration for new students	August 23	August 22
Registration for returning students	August 27, 30	August 26, 29
Classes begin	August 30	August 29
Labor Day holiday	September 6	September 5
Midterm: last day to withdraw from a course without penalty	October 8	October 7
Term ends	November 19	November 18
Thanksgiving holiday	November 22–26	November 21–25

Winter Quarter	*1993–94*	*1994–95*
Registration	November 19, 29	November 18, 28
Classes begin	November 29	November 28
Part II National Boards	December 6–7	December 5–6
Christmas holiday	December 18–January 3	December 17–January 2
Last day to apply for June graduation	January 10	January 12
Martin Luther King, Jr. holiday	January 17	January 16
Midterm: last day to withdraw from a course without penalty	January 24	January 23
Term ends	March 4	March 3

Spring Quarter	*1994*	*1995*
Registration	March 11, 14	March 10, 13
Classes begin	March 14	March 13
Spring Break	April 2–10	April 1–9
Midterm: last day to withdraw from a course without penalty	April 25	April 24
Term ends for graduating seniors	June 1	June 7
Graduation ceremony	June 4	June 10
Term ends	June 10	June 9

Summer Quarter	*1994*	*1995*
Registration	June 17, 20	June 16, 19
Classes begin	June 20	June 19
Independence Day holiday	July 4	July 4
Part I National Boards	July 11	July 10
Midterm: last day to withdraw from a course without penalty	July 18	July 17
Term ends	August 12	August 11

School of Dentistry

Mission

The Medical College of Georgia School of Dentistry, as an integral part of a state-assisted health sciences university, exists to address the oral health needs and to improve the oral health status of the people of Georgia, the region and the nation through its educational, service and research programs by:

—Educating and training the most highly qualified predoctoral and postdoctoral students to provide quality orofacial health care for their patients.

—Conducting educational programs in a collegial atmosphere and in a manner that will encourage students to assume responsibility for their continued professional competence.

—Providing all patients with efficient and quality oral health care.

—Advancing scientific knowledge and its application while exploring new health delivery initiatives for the promotion of wellness, prevention of disease and the treatment of disorders, trauma and diseases of the orofacial complex.

Accreditation

The Doctor of Dental Medicine (D.M.D.) program offered by the School of Dentistry is accredited by the Commission on Dental Accreditation of the American Dental Association.

Admissions Information for the Doctor of Dental Medicine (DMD) Program

Admissions Requirements

Admission is on a competitive basis. The admissions committee recommends for selection those applicants who, in the judgment of the committee, are best qualified for admission from among those who apply.

All applicants for admission must meet the following minimum requirements to be considered for admission.

Academic Requirements

1. Two years (at least 90 quarter hours or 60 semester hours) of undergraduate course work at an American or Canadian college or university accredited by a regional accrediting agency, to be completed before the expected first registration date.
2. The above credit hours must include a minimum of 10 quarter hours (or two complete semesters) in each of the following subjects:
   —Inorganic chemistry with lab
   —Organic chemistry with lab
   —Biology with lab
   —Physics with lab
   —English

Applicants are advised to complete the entire sequence of coursework covering the above science requirements where the sequence exceeds 10 quarter hours. For example, many universities offer organic chemistry as three, five-quarter hour courses and applicants are advised to take all three courses. Applicants are also advised, but not required, to take at least one course in biochemistry. "Survey" courses will not meet science course requirements. All required courses must be passed with a grade of C or better.

Dental Admission Test Requirement

All applicants for admission must take the Dental Admission Test (D.A.T.). The test is given twice annually, in April and October. The D.A.T. may be taken as many times as desired. However, the results of only the last four administrations will be reported on the D.A.T. transcript and made available to the admissions committee. Greatest emphasis is given to the most recent scores.

For entering class applicants, the D.A.T. must be taken no later than October of the year preceding the year of first enrollment. Under most circumstances, scores from the April test will not be available in time for consideration for the current enrollment year. Further information and an application for the D.A.T. can be obtained by writing:

The Division of Educational Measurements
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

or

Student Admissions and Academic Support
Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912-1020

Recommendations and Interviews

Letters of recommendation are required; additional information concerning these letters is contained in the application packet. Interviews are also required; applicants are invited for interviews by the admissions committee following a review of each completed application. These interviews are with members of the School of Dentistry faculty who aid in assessing those aspects of the applicant's personality, motivation and ability deemed pertinent to the successful study of dentistry.

Admissions Decisions

Admission decisions are made based upon the grade point average (both overall and in the sciences), D.A.T. scores, letters of recommendation, interviews and an assessment of the motivation and personal qualities of the applicant that are deemed most conducive to the successful completion of the program and the practice of dentistry. Preference is given to residents of Georgia.

Admissions Application

Applications for the entering class may be obtained by writing Student Admissions and Academic Support in the Medical College of Georgia School of Dentistry after July 1.

Student Admissions and Academic Support
Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912-1020
or telephone *(706) 721-3587*

Early application is strongly encouraged. No official action can be taken on an applicant until a completed application form is received. No applications will be accepted for the next academic year that are postmarked after November 1. There is no application fee.

MCG does not participate in the Association of American Dental Schools Application Service (AADSAS).

Application Deadline

Classes begin each August, and the application deadline is November 1 of the previous year, i.e., more than nine months prior to the date of expected first enrollment.

Additional Immunization Policies of the School of Dentistry

In addition to institution-wide requirements for immunizations, all students entering the School of Dentistry must provide evidence that they are immunized against hepatitis-B. Immunization against hepatitis-B requires a series of three injections over a period of approximately six months. Failure to do so shall be grounds for not allowing the student to register as an MCG student. The following exceptions to this policy may apply in individual cases:

1. The dean, School of Dentistry, may grant exceptions for individual students in cases where, in the dean's judgment, sufficient grounds based upon medical or religious reasons exist to exempt the student.
2. In cases where compliance with this policy is not feasible, such as a late accepted student, the dean may grant an extension of time for the student to comply. The hepatitis-B immunization sequence must be initiated prior to enrollment and completed prior to beginning clinical activities. Students granted an extension of time shall be registered provisionally and will be disenrolled if in non-compliance after winter quarter of the first year of the curriculum.

Refer to the General Information section of this catalog to see the other institution-wide requirements for immunization.

Fees and Expenses

General Fees Due Each Quarter

See Fees section under General Information of this catalog for these costs.

Estimated Student Expenses Specific to Dentistry

	First Year	*Second Year*	*Third Year*	*Fourth Year*
Books and supplies	$ 900	510	344	107
Instruments	6,014	4,771	—	—
Insurance	75	75	105	75
Uniforms	48	24	—	—
Other fees & services	196	256	156	269
Total	*$7,233*	*5,636*	*605*	*451*

Additional expenses related to a required off-campus clinical experience may be incurred. One such experience is required, three weeks in length, during the summer between the junior and senior year. Expenses will vary based on location.

Other Fees and Expenses

Estimated housing, food and personal expenses are not included in the above estimates due to individual variance. In developing a personal budget, do not fail to include these items. Information on hospitalization and life insurance is in the General Information section of this catalog.

Financial Aid

The Office of Financial Aid has a bulletin outlining its financial aid program, and other assistance programs not directly administered by the institution. This information may be obtained along with application materials by writing: Office of Student Financial Aid, Medical College of Georgia, Augusta, Georgia 30912-7320.

Applications for financial aid are separate from admission applications; one need not be officially accepted for admission before applying for assistance. Application materials should be submitted Feb. 15 prior to enrollment, although later applications will be considered if funds are still available.

Curriculum

The Doctor of Dental Medicine (D.M.D.) curriculum requires at least 14 academic quarters over four calen-

dar years. The curriculum initially emphasizes the basic sciences with an expanding emphasis upon the clinical sciences. The student's knowledge and familiarity with the basic sciences is reinforced with courses in each clinical discipline.

The educational goals of the D.M.D. program include educating students to:

—Recognize and provide for the oral health needs of the people of the state of Georgia, the region and the nation.

—Deliver contemporary and efficient high-quality oral health care.

—Accept the responsibility to conduct themselves in an ethical manner and to appreciate the need for lifelong learning.

*Curriculum Schedule**

Required Courses

Course numbers ending in C indicate patient care activity.

Fall: 1st Quarter		*Credit Hours*
ANMD511	General Microanatomy and Embryology	5
ANMD513	Applied Head and Neck Anatomy	4
BCM510	Biochemistry I	6
CMD511	Orientation to the Profession	2
NSO511	New Student Orientation	1
OCC515	Dental Anatomy	4
OCC516	Occlusion of the Natural Dentition	7
OMD501	Principles of Personal Prevention	1
	Total	30

Winter: 2nd Quarter		*Credit Hours*
ANMD515	Applied Head and Neck Anatomy	3
ANMD517	Dental and Systemic Histology	5
BCM511	Biochemistry II	4
CLP	Clinical Protocol	0
DAU511	Introduction to Operatory Procedures	1
OCC522	Occlusion for Artificial Dentition	3
OMD511	Oral Diagnosis I	2
PER511	Periodontics	2
RES511	Operative Dentistry	5
	Total	25

Spring: 3rd Quarter		*Credit Hours*
CLP513	Clinic Orientation	1
CMD520	Epidemiology and Community Health	1
COM521	Complete Dentures	5
NS514	Neuroscience	5
OCC517	Occlusal Adjustment	2
OMD531	Nutrition	2
PER512	Periodontics	2
RADD513	Radiology	2
RES512	Operative Dentistry	5
	Total	25

Fall: 5th Quarter		*Credit Hours*
CLP521	Clinic Orientation	0
COM522	Complete Dentures	6
CPR510	Basic Cardiac Life Support (CPR)	1
MIBD522	Oral Microbiology and Infectious Disease	4
OMTP514	Treatment Planning	2
OSD513	Local Anesthesia	1
PER513	Periodontics	1
PHYD513	Human Physiology	4
PM521C	Patient Services	1
RES514	Fixed Prosthodontics	5
	Total	5

Winter: 6th Quarter		*Credit Hours*
ENDO521	Fundamentals of Endodontics	3
MIBD523	Oral Microbiology and Infectious Disease	4
OBIO523	Cariology	2
OMD522C	Oral Medicine	2
PATH522	General Pathology	5
PHYD520	Human Physiology	4
PM522C	Patient Services	1
RES522	Fixed Prosthodontics	5
	Total	26

Spring: 7th Quarter		*Credit Hours*
ANMD532	Systemic Anatomy	4
ORTH523	Orthodontics I	2
OSD532	Fundamentals of Oral Surgery	2
PATH532	Systemic Pathology	4
PER516	Periodontics	1
PER523C	Periodontics	2
PM523C	Patient Services	1
RES522C	Restorative	1
RES523	Fixed Prosthodontics	3
RPD523	Removable Partials	7
	Total	27

Summer: 8th Quarter		*Credit Hours*
DAU521	Patient Communication	2
ENDO521C	Endodontic Clinic	1
BIO524	National Board Review	2
PM524C	Patient Services	1
RADD524	Dental Radiologic Interpretation I	1
	Total	7

Fall: 9th Quarter		*Credit Hours*
DPS531	Dental Materials	3
OMD531C	Oral Medicine	1
OMTP523	Principles of Treatment Planning IV	1
ORTH531	Orthodontics II	2
OSD534	Sedation and Anxiety Control	2
PATH523	Oral Pathology I	4
PER531C	Periodontics	1
PHMD521	Pharmacology and Therapeutics I	4
PM531C	Patient Services	1
RES524	Fixed Prosthodontic Seminar	1
RES531	Esthetic Restorative Dentistry	3
	Total	3

Winter:10th Quarter		*Credit Hours*
ENDO532C	Endodontic Clinic	1
OCC533	Diagnosis & Treatment of Temporomandibular Disorders	2
OSD541	Advanced Oral Surgery	2
PATH531	Oral Pathology II	3
PEDO524	Preclinical Pediatric Dentistry	4
PER524	Periodontics	2
PER532C	Periodontics Clinic	1
PHMD531	Pharmacology and Therapeutics II	4
PM532C	Patient Services	1
PRO533	Advanced Prosthodontics	3
	Total	23

Spring:11th Quarter		*Credit Hours*
CMD540A	Vocational Opportunities in Dentistry	1
CMD550	Introduction to Geriatric Dentistry	1
DAU533	The Principals and Practice of Small Business Administration	2
ENDO533	Advanced Endodontics	1
IMPL533	Introduction to Oral Implantology Principles	1
OCC533C	Occlusion Clinic	2
OMD532	Oral Medicine	1
OMD533C	Oral Medicine	1
OMTP541	Treatment Planning	1
OSD512	Physical Evaluation	1
OSD535	Management of the Medically Compromised Dental Patient	3
PATH542	Clinical Oncology	2
PER533C	Periodontics	1
PM533C	Patient Services	1
PRO533C	Prosthodontics	3
RADD533	Dental Radiologic Interpretation II	1
RES533C	Restorative (covering 8-11th quarters)	14
	Total	37

Summer:12th Quarter		*Credit Hours*
CMD530C	Public Health Clerkship	5
DAU534	Management of the Dental Practice and the Dental Staff	3
PM534C	Patient Services	1
	Total	9

Fall:13th Quarter		*Credit Hours*
DAU541	Principles and Practices of a Small Business Administration	3
ENDO542	Endodontic Seminar	1
OMD533	Oral Medicine	2
ORTH541C	Orthodontic Clinic	1
OSD533C	Oral Surgery	1
PEDO533C	Clinical Pediatric Dentistry	1
PEDO534	Dentistry for the Disabled Patient	1
PEDO541	Pediatric Dentistry Seminar	1
PER541C	Periodontics	1
PER542	Periodontics	2
PHMD541	Pharmacology Seminar	1
PM541C	Patient Services	1
PRO541C	Prosthodontics	2
RES541	Restorative Seminar I	1
RES541C	Restorative	6
	Total	25

Winter:14th Quarter		*Credit Hours*
CMD540	Ethics and Social Issues in Dentistry	1
DAU542C	Dental Practice Dynamics	2
ENDO542C	Endodontic Clinic	2
PER542C	Periodontics Clinic	2
PM542C	Patient Services	1
PRO542C	Prosthodontics	2
RES542	Restorative Seminar II	1
RES542C	Restorative	7
	Total	18

Spring:15th Quarter		*Credit Hours*
CPR543	Basic Cardiac Life Support (CPR)	1
CS543	Senior Oral Medicine Case Presentations	1
OCC543C	Occlusion Clinic	1
OMD542C	Oral Medicine Clinic	4
OSD542C	Oral Surgery	3
OSD550C	Oral Surgery	4
PEDO543C	Clinical Pediatric Dentistry	2
PER543C	Periodontics	1
PM543C	Patient Services	1
PRO543C	Prosthodontics	1
RES543	Restorative Seminar III	1
RES543C	Restorative	5
	Total	25

*The curriculum is subject to change. See later section for individual course descriptions.

Extramural (Off-Campus) Clinics

As part of the total educational experience, students may be involved in an ambulatory dental facility remote from the School of Dentistry. This course occurs in the summer of the 12th quarter (CMD 530C).

The Student and Research

The dental student has the opportunity to participate in research projects supervised by faculty in both basic science and clinical areas. There are a limited number of stipends available to support summer research programs through a National Institute of Dental Research grant.

Student Academic Review Policies

Review of Academic Progress

Academic progress of students is monitored by the Student Academic Review Committee. At the end of each quarter, and at any other time deemed appropriate the Student Academic Review Committee reviews and evaluates each student's performance and recommends

one of the following to the dean:
1. continue enrollment as a regular student;
2. continue enrollment as a student on academic probation;
3. continue enrollment as a special student;
4. repeating of course work in any deficient areas, as appropriate;
5. repeating of a portion of the curriculum;
6. dismissal; or
7. promotion to the next year of the curriculum, as appropriate.

Dean's List

Students who exhibit acceptable professional behavior and whose academic performance while carrying at least 12 hours in any quarter is 3.25 or higher and who have not received any unsatisfactory or failing grades for the quarter are named to the Dean's List. Dean's List qualifications for students receiving grades of Incomplete will not be determined until the I is replaced by an earned grade.

Failing Grades

Students must pass all courses within the curriculum to be eligible for graduation. When a failing grade is received, an F is recorded. The student must be re-registered in the course before a passing grade can be earned. Each course syllabus will state the criteria for satisfactorily repeating a course which has been failed.

Special Students

Any student who, as a result of academic deficiencies, is required to study in an altered curriculum (e.g., more courses, fewer courses, or different courses than the student's class would normally be taking) will be considered a special student.

Academic Probation

Any student whose grade point average (GPA) for any quarter is below 2.00 (on a 4.00 scale) or whose cumulative D.M.D. program GPA is below 2.00 at the end of any quarter shall be considered on academic probation. Students on academic probation are subject to the Academic Dismissal policies of the School of Dentistry.

Academic Dismissal

1. Students whose level of academic achievement falls below the standards set forth below will be dismissed from the School of Dentistry for academic reasons. A student will be dismissed if:
   a. The student's cumulative GPA is below 1.20 at the end of the first quarter;
   b. The student's cumulative GPA is below 1.60 at the end of the second quarter;
   c. The student's cumulative GPA is below 2.00 at the end of the third quarter;
   d. The student earns 10 quarter hours of F during a single quarter during the first year of the curriculum;
   e. The student is on academic probation for three of four consecutive quarters (for purposes of this policy, the summer quarter between the first and second years will not be considered a quarter when the student is repeating courses previously failed); or
   f. The student fails the same required course two times.
2. In addition, the Student Academic Review Committee may recommend to the dean the dismissal of any student on academic probation. Prior to such a recommendation, any student being considered for dismissal has the right to a hearing before the Student Academic Review Committee. The dean may implement the dismissal recommendation or modify the recommendation to continue the enrollment of the student as a regular student, a special student on an altered curriculum, or as a student on academic probation. The dean's decision is final for the School of Dentistry.

Appeal of Dismissal

Students dismissed by the Student Academic Review Committee under the provisions of the Academic Dismissal policy may appeal the dismissal to the dean. The dean may uphold the dismissal or reinstate the student as a regular student, a special student on an altered curriculum, or as a student on academic probation. The dean's decision is final for the School of Dentistry.

A student may appeal a dismissal decision to the president of the Medical College of Georgia. A decision by the president may be appealed to the Board of Regents in accordance with board policy.

Readmission

Any first-year student dismissed for academic reasons may petition the Student Academic Review Committee for the privilege of repeating the first year of the curriculum during the next regularly scheduled academic year. The Student Academic Review Committee shall recommend to the dean whether the student should be allowed to repeat the first year, and the decision of the dean on all such petitions shall be final for the School of Dentistry.

Any student who is dismissed or who withdraws from the School of Dentistry may apply to the Student Admissions and Recruitment Committee for re-admission as a first-year student by submitting a regular application for admission and following standard admission procedures. No re-enrollment with advanced standing will be permitted except under the provisions of the School of Dentistry's Leave of Absence policy.

Graduation

Successful completion of all requirements leads to the D.M.D. degree. Approval to graduate rests with the dean. Graduation requirements are:

1. A minimum of 14 quarters in residence;
2. Passing grades in all required courses;
3. Overall grade point average of 2.00 or higher;
4. Satisfactory completion of all clinical services including collection of fees;
5. Passing Part I and Part II of the National Board Dental Examination;
6. Return of assigned institutional property and equipment in acceptable condition; and
7. Payment of all outstanding financial obligations.

Leave of Absence Policy

Any student enrolled in the School of Dentistry may request from the dean a leave of absence for cause. Any student who is granted a leave must officially clear key offices of the Medical College of Georgia in keeping with institutional policies. The purpose of this policy is to provide a mechanism by which students can re-enroll in the School of Dentistry after they return from the leave of absence. Students considering a leave of absence should refer to the *School of Dentistry Leave of Absence Policy Document.* No re-enrollment with advanced standing will be permitted except under the provisions of the School of Dentistry's Leave of Absence policy.

Students taking a leave of absence will re-enter the curriculum no later than the point at which the leave began, and students may be required to repeat a portion of the curriculum. Students who are on leave from the School of Dentistry for more than one calendar year may be required to repeat all or a significant portion of the curriculum.

Student Academic Grievances Policy

The following policy relative to academic grievances shall be applicable to all predoctoral students enrolled in the Medical College of Georgia School of Dentistry.

1. Grounds for Grievances
   A student may file an academic grievance if he feels one of the following grounds apply:
   a. grading was not in accordance with published course grading policy;
   b. grading was arbitrary or capricious; or
   c. grading was determined on the basis of race, disability, gender, ethnicity or religious affiliation.
2. Academic Grievance Procedures
   Any student who has a grievance should attempt to resolve it with the faculty member involved. If the problem is not resolved the student should then meet first with the appropriate course director. If the problem is not resolved at this level, the student should meet with both the course director and the department chair. If the problem is still not resolved, the student may request that the grievance be heard by the Student Academic Review Committee citing one or more of the grounds listed above. The chair of the Student Academic Review Committee must receive written notification of the grievance within 30 school days of the incident which prompts the grievance. An investigative subcommittee composed of the vice chair of the Student Academic Review Committee and one other member of the Student Academic Review Committee will be appointed by the chair of the committee to determine whether or not the grievance should be heard by the full committee. If the grievance is heard by the committee, a recommendation will be made to the dean whose decision shall be final for the School of Dentistry. The student has the right to appeal the decision of the dean to the president of the Medical College of Georgia.

Licensure Examinations

Graduates (D.M.D.) of the Medical College of Georgia School of Dentistry are eligible for examination by all U.S. dental licensing boards.

Special Degree Program

Combined Master of Science in Oral Biology and Doctor of Dental Medicine (D.M.D.)

For the student with a particular interest in life sciences this program provides the opportunity to obtain both the master of science and the doctor of dental medicine (D.M.D.) degrees. Required research is conducted in the Department of Oral Biology. The program is available to accepted dental students.

Degree candidates spend one full year in graduate studies between the second and third year of dental school with the approval of the respective deans. Applicants must be enrolled in the School of Dentistry, be in good academic standing and be progressing satisfactorily in clinical requirements. The requirements for the combined degree programs are essentially those of the individual degree programs. Further information on this program can be obtained by writing:

Associate Dean for Research, Graduate and Continuing Education
Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912

Postdoctoral Programs (Dental Residency Programs)

Postdoctoral education programs provide graduate dentists with additional educational experience in the

biological and clinical sciences relevant to the clinical discipline. This experience enables the graduate to provide care for complex cases requiring treatment by a dental specialist. Postdoctoral students gain additional experience in dental research and education. Successful completion of a postgraduate program leads to a certificate. A master's degree in oral biology option is available through the School of Graduate Studies. Completion of the postdoctoral education program meets the educational qualifications for examination by the appropriate dental specialty board. Further information on this program can be obtained by writing:

Office of the Dean
Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912

Description of Advanced Education Programs

Endodontics

Dr. Ronald W. Anderson, *Program Director*

The major objective of the residency program is to provide postgraduate training in endodontics and to fulfill the specialty requirements of the American Dental Association, the American Association of Endodontists and the American Board of Endodontics. This is done through in-depth study of pertinent areas of basic science and correlation of the patho-physiologic processes with clinical problems encountered in endodontics. The resident becomes familiar with the problems of a differential diagnosis and treatment of pathosis of pulpal origin, is provided clinical experiences in routine and complicated procedures encountered in endodontics and provided training and experience in research design and methodology. The program permits flexibility to adapt to individual experiences and objectives for career development.

Oral and Maxillofacial Surgery

Dr. Edwin D. Joy, *Program Director*

Advanced education in oral surgery is a four-year certificate postdoctoral program satisfying the educational requirements of the American Board of Oral and Maxillofacial Surgery. The study of the biomedical sciences as they relate to oral surgery are presented throughout the four years in regular weekly instructional courses, conferences and seminars and during rotations on medicine, anesthesia, surgery, trauma and neurosurgery services. Residents are engaged in a research or publication project culminating in a report suitable for publication.

Orthodontics

Dr. Frank B. Hines, Jr., *Program Director*

This graduate/residency program lasts 30 months duration and fulfills the specialty educational requirements of the American Dental Association and the American Board of Orthodontists, and the requirements of the School of Graduate Studies for the master of science degree. There is a 45-hour graduate curriculum which includes an original research project and defense of a master's thesis. The residency curriculum consists of a nucleus of orientation courses given annually and supplementary courses repeated in a biennial cycle. Experience is provided in the Edgewise and Straight Wire appliance system. The program emphasizes critical analysis of the literature, differential diagnosis, technical excellence and critical evaluation of treatment results. Interdisciplinary patient management is provided in cooperation with other residency programs. Successful candidates will be awarded a master of science degree in oral biology and a certificate in orthodontics.

Pediatric Dentistry

Dr. James T. Barenie, *Program Director*

The advanced program in pediatric dentistry is a two-year certificate program which satisfies the requirements of the American Board of Pediatric Dentistry. The program emphasizes clinical treatment of outpatients and hospitalized inpatients. Study of the biomedical sciences as they relate to pediatric dentistry is presented throughout in regular weekly instructional courses, conferences and seminars, and during rotations on pediatric and anesthesia services. A research project culminating in a report suitable for publication is required.

Periodontics

Dr. Philip J. Hanes, *Program Director*

The residency program in periodontics is a 36-month certificate program which provides the postdoctoral student with the biological and scientific background to treat periodontal disease on a rational basis. Students become thoroughly familiar with the periodontal literature and receive broad clinical experiences in examination, treatment planning and all accepted modes of treatment of periodontal diseases. A research project culminating in a report suitable for publication is required. Hospital dentistry and a varied patient population are provided through affiliation with the Medical College of Georgia Hospital and Clinics and VA Medical Center Dental Service. The periodontal residency program is fully accredited by the Council on Accreditation of the American Dental Association and its graduates are qualified to take the examination of the American Board of Periodontology.

Prosthodontics

Dr. J. Michael Gardner, *Program Director*
Dr. K.L. Knoernschild, *Associate Program Director*

The postdoctoral program in combined prosthodontics includes fixed and removable prosthodontics, implant prosthodontics, maxillofacial prosthodontics and temporomandibular dysfunction therapy. There is a strong emphasis on complete mouth rehabilitation and occlusion. Formal courses throughout the program present the basic and clinical sciences relative to the discipline and specialty. A weekly TMD clinic is a significant part of the program. The residents rotate through clinical assignments at two affiliated hospitals for six quarters. Upon certification of clinical competence, the program confers a certificate in prosthodontics. The student is educationally qualified to apply for the American Board of Prosthodontics certifying examination.

The student may apply to the School of Graduate Studies for the M.S. in oral biology or M.S. in health education with inclusion of a third year in the program for the research and thesis completion.

General Practice

Dr. James W. Curtis, Jr., *Program Director*

This program provides postdoctoral education in clinical dentistry and applied basic sciences. The program is structured to provide major emphasis in the management of medically compromised patients in a hospital environment. In addition to general dentistry, the general practice resident rotates through internal medicine, anesthesia and oral surgery. In addition, seminars and courses of special interest are regularly scheduled. Approximately 70 percent of the program is devoted to clinical dentistry in the facilities of two major hospitals and the School of Dentistry.

Graduate Programs

Information regarding the M.S. in oral biology, Ph.D. in oral biology, or M.S. in health education-dental major can be obtained from the School of Graduate Studies.

Course Descriptions

Faculty with primary academic appointments in the School of Dentistry are listed by department.

Numbers in parentheses show average weekly lecture–average weekly lab–course credit hours, e.g. (5–2–6). If only one number is shown, it indicates course credit hours, e.g. (5).

DS 599. Independent Study. (Variable Credit Hours)
An independent study course designed to provide students the opportunity to study in a specific area based on individual academic need or interest.

DS 599C. Independent Study Clinic. (Variable Credit Hours)
An independent clinical study course designed to provide individual students the opportunity to study in a specific area based on student academic need or interest.

Community Dentistry

Professor: J. Zwemer; *Associate Professor:* E. Richards.

CMD 511. Orientation to the Profession. (2)
A course tracing the historical development, contemporary challenges and future directions of the profession. Particular attention is given to the interaction between society and the profession. The needs/demands of patients are considered from the perspective of major socioeconomic factors. Ethics as the foundation of the profession is also stressed.

CMD 520. Epidemiology and Community Health. (1)
A course designed to introduce and to illustrate the principles of planning, conducting and evaluating public health surveys and public health educational programs. Particular consideration is given to the screening and health education of elementary school children, and to the implementation of preventive techniques suitable for public health practice.

CMD 520C. Rural Health Outreach Elective. (2)
An elective course that provides eligible seniors the opportunity to render primary dental care within a rural setting.

CMD 530C. Public Health Clerkship. (5)
A course designed to provide each student with clinical experiences in differing community settings away from campus. Each student is involved for a total of three weeks in an ambulatory dental facility. These facilities allow the student to apply his clinical skills in the delivery of primary dental care for diverse, unscreened populations of patients.

CMD 540. Ethics and Social Issues in Dentistry. (1)
A course designed to survey the ethical and social implications of issues currently confronting the profession as a background to private dental practice.

CMD 540A. Vocational Dpportunities in Dentistry. (1)
A seminar course emphasizing opportunities in the profession of dentistry with special emphasis on private practice.

CMD 550. Introduction to Geriatric Dentistry. (1)
An introduction to theories, related changes and special challenges of the aging process. Topics include demography and epidemiology, root surface caries, special pharmacological considerations, sensory deficits and functional declines, psychosocial issues, dementia, treatment planning and management for the frail, functionally dependent and biologically compromised older adult.

Endodontics

Chair: R. Anderson; *Associate Professor:* R. Anderson; *Assistant Professors:* B. Beckham, F. Kimbrough

ENDO 521. Fundamentals of Endodontics. (1-3-3)
This is an introductory lecture and laboratory course on principles of prevention, diagnosis, treatment planning and treatment related to pulpal and periapical pathosis. Some principles are correlated to appropriate concepts in basic sciences.

ENDO 521C. Endodontic Clinic. (1)
Prerequisite: ENDO5
This course consists of the completion of the diagnostic testing exercise which includes performing endodontic diagnostic testing on a classmate and the performance of simulated clinical procedures on non-molar extracted teeth mounted in the endodontic dentiform.

ENDO 532C. Endodontic Clinic. (1)
Prerequisite: ENDO 521
This course consists of the performance of simulated clinical endodontic procedures on molar extracted teeth mounted in the endodontic dentiform. Complete details for the preparation of the endodontic dentiform are published in the *Manual for Clinical Endodontics.* The successful completion of this course is a pre-requisite to treating patients in the endodontic clinic.

ENDO 533. Advanced Endodontics. (1-0-1)
This course introduces students to complex problems related to pulpal pathosis and treatment. Discussed are traumatic injuries to the teeth, apexification, diagnosis and treatment of resorptions, prevention and treatment of complications, management of difficult cases, and bleaching of endodontically treated teeth.

ENDO 542. Endodontic Seminar. (1-0-1)
Seminars cover such topics as alternative endodontic techniques, endodontic surgery, rationale for case referral, and endodontic retreatment. Students are also introduced to the endodontic literature with assignments of written reports of articles in the *Journal of Endodontics.*

ENDO 542C. Endodontic Clinic. (2)
Prerequisite: ENDO 521
This course consists of the performance of endodontic procedures that are indicated for patients. Each case must be treatment planned to include the endodontic therapy as well as the definitive restoration.

Oral Biology

Chair: T. Dirksen; *Professors:* S. Bustos-Valdes, A. Ciarlone, T. Dirksen, L. Gangarosa, D. Pashley, G. Schuster, M. Sharawy, G. Whitford; *Associate Professors:* G. Caughman, J. Erbland, J. Borke, F. Lake, N. O'Dell, K. Volkmann; *Assistant Professors:* J. Lewis, C. Lapp, G. Tompkins; *Assistant Research Scientist:* Y. Thompson.

ANMD 511. General Microanatomy and Embryology. (4-1-5)
This course provides in-depth study of the cytology and histology of the primary tissues. Tissues from the oral cavity are used for laboratory studies. The course includes 10 hours of general human embryology and stresses the development of the orofacial structures. The course also correlates the structure and function of cells and tissues to clinical dental problems.

ANMD 513. Applied Head and Neck Anatomy. (2-3-4)
Lectures correlate the anatomical information learned in the laboratory to clinical problems, and also tie the regional approach of laboratory anatomy to systemic physiological anatomy. Students dissect the head region. Models and movies of prosected material supplement dissection.

ANMD 515. Applied Head and Neck Anatomy. (1-3-3)
Prerequisite: ANMD 513
Students dissect the superficial and deep structures of the neck region. Correlation of anatomical information to clinical problems is emphasized.

ANMD 517. Dental and Systemic Histology. (4-1-5)
Prerequisite: ANMD 511
Lectures, laboratories and clinical conferences consider the functional microanatomy of human organs. Forty percent of course time is used to study applied microanatomy of oral and perioral tissues. Emphasis is on correlation of basic science information with clinical dental problems.

ANMD 532. Systemic Anatomy. (2-3-4)
Prerequisites: ANMD 515, ANMD 517
This course emphasizes the anatomical organization of axilla, thorax, abdomen, pelvis, and upper and lower extremities. Dissection, models and movies of prosected material are used to study the human body on a systemic basis. Clinical correlation is emphasized.

BCM 510. Biochemistry I. (6-0-6)
Biochemical concepts and information essential to understanding the chemistry of the living cell are presented. Correlations between biochemistry and dental clinical sciences are emphasized. Topics in the first quarter include: structure and function of proteins, and the chemistry and metabolism of carbohydrates and lipids.

BCM 511. Biochemistry II. (4-0-4)
Prerequisite: BCM 510
Topics include: amino acid metabolism and urea cycle, chemistry and metabolism of nucleic acids, protein synthesis, and the chemistry and metabolism of biological mineralized tissue.

MIBD 522. Oral Microbiology and Infectious Disease. (4-0-4)
Prerequisites: BCM 511
This course presents lectures on microbiology and immunology including microbial physiology, metabolism, genetics and mechanism of pathogenesis and basic principles of immunology and immunological responses.

MIBD 523. Oral Microbiology and Infectious Disease. ***(4-0-4)***

Prerequisite: MIBD 522

This lecture course reviews bacterial, mycotic, rickettsial and viral diseases with emphasis on those with oral manifestations.

NS 514. Neuroscience. ***(4-1-5)***

Prerequisites: ANMD 515, ANMD 517

Presented jointly by the sections of anatomy and physiology of the Department of Oral Biology, the course deals with structure and function of the nervous system through lectures and laboratories. Basic science information is correlated to neuropathies of dental interest.

OBIO 523. Cariology. ***(2-0-2)***

Prerequisites: ANMD 517, MIBD 522

Integrated study of the multifactorial aspects of dental caries, including theories of caries etiology, epidemiology, molecular pathology, microbiological and biochemical composition of dental plaque, host and nutritional influences on pathogenicity. Approaches to caries prevention including immunization, fluoridation, antimicrobial agents and sugar substitutes are included.

OBIO 524. National Board Review. ***(2-0-2)***

Prerequisites: ANMD 532, BCM 511, MIBD 523, OBIO 523, PHYD 520, NS 514, PATH 532, OCC 515

This is a seminar course for review and update of oral biology topics.

PHMD 521. Pharmacology and Therapeutics I. ***(4-1-4)***

Prerequisites: MIBD 523, NS 514, PATH 532, PHYD 520

This course provides a working understanding of pharmacology and pharmacotherapeutics as applied to dental practice. Students become familiar with drugs used in dental practice and the drugs the patients may be taking for medical conditions.

PHMD 531. Pharmacology and Therapeutics II. ***(4-0-4)***

Prerequisite: PHMD 521

Subjects include: general anesthetics, antibiotics, endocrines, respiratory agents, drugs that alter mood, and drugs affecting the heart and blood elements. Special emphasis is on drugs used for chemotherapy of infection.

PHMD541. Pharmacology Seminar. ***(1-0-1)***

Prerequisite: PHMD 531

A seminar review and update of pharmacologic topics.

PHYD 513. Human Physiology. ***(4-0-4)***

Prerequisites: ANMD 513, ANMD 517, BCM 511

An integrated study of the functional system of the human body ranging from molecular interaction to organismic behavior. Special emphasis on principles and concepts related to dental practice.

PHYD 520. Human Physiology. ***(4-0-4)***

Prerequisite: PHYD 513

This course provides knowledge of the basic functions of cells, tissues, organs and organ systems and how they interrelate so that students may make clinical judgments on a rational, scientific basis.

Oral Diagnosis and Patient Services

Chair: R. Comer; *Associate Professors:* R. Comer, B. Powell; *Assistant Professors:* W. Herman, E. Pashley, B. Potter, M. Shrout.

CLP 513. Clinic Orientation. ***(1-0-1)***

An introduction to clinic policies and records management is presented to prepare students for clinical exercises in RES 512 and PER 512.

CS 543. Senior Oral Medicine Case Presentations. ***(1-0-1)***

Prerequisite: OMTP 541

In this course each student presents a documented case to other students and faculty in which he has applied the principles of treatment planning, patient-student interaction and techniques of oral reconstructive procedures.

OMD 501. Principles of Personal Prevention. ***(1-1-1)***

This course correlates the concepts of personal prevention (oral disease control, nutrition, infection control, etc.) with a healthier life.

OMD 511. Oral Diagnosis I. ***(1-1-2)***

An introduction to the techniques of oral physical examination and collection of diagnostic data are presented. Introductory patient management in the clinic and use of the School of Dentistry patient chart and charting policies are taught.

OMD 522C. Oral Medicine. ***(2)***

This is a clinical course in oral diagnosis and treatment planning. Students carry out oral physical examinations, history-taking, and other diagnostic procedures indicated for patients assigned. In this clinical activity the students have the opportunity to put into practice the principles previously presented in didactic courses.

OMD 531. Nutrition. ***(2-0-2)***

Prerequisite: BCM 511

In this course various aspects of nutritional counseling with patients are practiced. Major nutritional problems encountered in the clinical practice of dentistry are discussed.

OMD 531C. Oral Medicine. ***(1)***

Prerequisite: OMD 522C

This course provides diagnostic and treatment-planning experiences for patients with oral disease problems of increasing complexity.

OMD 532. Oral Medicine. ***(1-0-1)***

Prerequisites: ANMD 532, MIBD 523, OMD 511, PATH 531

The diagnosis and treatment of primary and secondary diseases involving the oral and paraoral structures are presented in this course. The application of knowledge of pathophysiology of disease, pharmacotherapeutics and dental sciences,

establishment of a diagnosis, management of the condition and maintenance of the patient's health are included.

OMD 533. Oral Medicine. *(2-0-2)*
Prerequisite: OMD 532
This course extends the students experience in oral medicine by covering additional topics.

OMD 533C. Oral Medicine. *(1)*
Prerequisite: OMD 531C
This course continues the student's training in the techniques of oral physical examination and collection of diagnostic data and patient management in the clinic.

OMD 542C. Oral Medicine Clinic. *(4)*
Prerequisite: OMD 533C
This course continues the student's training in the techniques of oral physical examination and collection of diagnostic data and patient management in the clinic.

OMTP 514. Treatment Planning. *(2-0-2)*
This course presents principles of oral diagnosis and an introduction to planning comprehensive treatment for patients. It is the first of a series of courses applying the principles of treatment planning to patients who present oral health problems of increasing complexity.

OMTP 523. Principles of Treatment Planning. *(1-0-1)*
Prerequisite: OMTP 514
This course teaches students how to present complex, comprehensive treatment plans, once the diagnostic data has been collected, analyzed and correlated with patient treatment needs. Participants practice skills using a videotape-seminar format.

OMTP 541. Treatment Planning. *(1-0-1)*
This course provides each student the opportunity to videotape two treatment plan presentations and to review 16 peer videotaped treatment plan presentations in a small group discussion format.

PM 521C. Patient Services. *(1)*
PM 522C. Patient Services. *(1)*
PM 523C. Patient Services. *(1)*
PM 524C. Patient Services. *(1)*
PM 531C. Patient Services. *(1)*
PM 532C. Patient Services. *(1)*
PM 533C. Patient Services. *(1)*
PM 534C. Patient Services. *(1)*
PM 541C. Patient Services. *(1)*
PM5 42C. Patient Services. *(1)*
PM 543C. Patient Services. *(1)*
PM 545C. Patient Services. *(1)*
The series of PM courses are designed to evaluate the student's ability to utilize clinic time effectively and manage patient records, financial accounts, oral disease and infection control in a professional manner.

RADD 513. Radiology. *(2-1-2)*
This introductory course in dental radiology includes lectures and demonstrations in radiation physics, radiation biology, radiation hygiene and radiographic techniques. In addition, this course includes an introduction to radiological interpretation of normal anatomy, caries, periodontal disease and periapical disease. The laboratory portion of this course includes radiographic exposure techniques, film processing and film mounting.

RADD 524. Dental Radiologic Interpretation I. *(1-0-1)*
This course provides a comprehensive course in radiologic interpretation of developmental and pathologic lesions of the jaws and associated structures. When appropriate, the various imaging modalities and normal anatomic appearance are discussed.

RADD 533. Dental Radiologic Interpretation II. *(1-0-1)*
This course emphasizes the radiologic interpretation of developmental and pathologic conditions of the oral and maxillofacial structures. Advanced imaging modalities are introduced, and their applications in imaging of the temporomandibular joints, the maxillary sinus and dental implant site assessment are discussed.

Oral Pathology

Acting Chair: B. Singh; *Professor:* B. Singh; *Associate Professor:* D. Steflik; *Assistant Professor:* M. Hall.

IMPL 533. Introduction to Oral Implantology Principles. *(1-1-1)*
Lectures, seminars and a laboratory session exploring basic concepts and principles related to dental and oral implantology are included in this course. Historical perspectives, implant materials and devices, principles of placement, reconstruction and maintenance, current problems and controversies and research directions are among the topics included.

PATH 522. General Pathology. *(5-0-5)*
Prerequisites: ANMD 517, BCM 510, PHYD 513
This course includes lectures and clinico-pathological conferences on the basic principles of disease and relevant histopathology. Considerable emphasis is given to understanding mechanisms underlying alterations at the cell and subcellular levels. The parameters of cell injury, inflammation, immunopathology, repair and regeneration, carcinogenesis, hemodynamic disturbances, genetic and metabolic disorders as well as nutritional diseases are studied.

PATH 523. Oral Pathology I. *(4-0-4)*
Prerequisites: ANMD 517, BCM 511, PATH 522, PHYD 520
This course examines the etiology and pathogenesis of oral and paraoral disease. Through the use of clinico-pathological conferences, emphasis is on learning how to establish a diagnosis. Subjects include developmental disturbances, benign and malignant neoplasms, diseases and tumors of the salivary glands and odontogenic cysts and tumors.

PATH 531. Oral Pathology II. ***(3-0-3)***
Prerequisite: PATH 523
Subjects include: spread of dental infection, oral manifestations of metabolic and dermatologic disease, infectious disease of the oral cavity, craniofacial syndromes, and disease of bone and the heamtopoietic system.

PATH 532 . Systemic Pathology. ***(3-1-4)***
Prerequisite: PATH 522
This course examines the disease processes that affect the various organ systems of the human body (not including the oral and perioral regions). Discussion centers around the etiology, pathogenesis, clinical implications and sequelae of various diseases. Disease alterations are examined in a clinical pathological format in laboratory sessions. Correlations of systemic diseases of importance in dentistry are emphasized.

PATH 542. Clinical Oncology. ***(2-0-2)***
Prerequisite: PATH 531
This is a multidisciplinary, lecture-discussion course concerning the dental and medical aspects of managing patients with head and neck tumors. The course provides an awareness and understanding of diagnostic principles and modes of treatment. Topics include head and neck surgery, chemotherapy, radiotherapy, reconstructive surgery, maxillofacial rehabilitation, emotional reaction to cancer and recent advances in cancer research.

Oral Rehabilitation

Acting Chair: F. Caughman; *Regents Professor:* C. Fairhurst; *Professors:* F. Caughman, W. Edwards, E. Mertz-Fairhurst, B. Goldman, R. Mackert, C. Morris, G. Parr, A. Rahn, D. Smith, H. Williams; *Associate Professors:* A. Croft, J. Curtis, M. Gardner, G. Heuer, R. Kaminski, M. Myers, A. Nayyar, R. O'Connor, F. Rueggeberg; *Assistant Professors:* G. Dickinson, V. Haywood, I. Hawkins, K. Knoernschild, C. Lefebvre, W. Rivera-Morales; *Research Scientist:* R. Ringle.

COM 521. Complete Dentures. ***(2-6-5)***
This course presents lectures, laboratory work and experiences related to complete denture construction on a mannequin.

COM 522. Complete Dentures. ***(4-2-6)***
Prerequisites: COM 521, OCC 522
This course extends the previously learned didactic and laboratory procedures to the clinic. A complete maxillary and mandibular denture is fabricated for an edentulous patient with major emphasis on correlating the patient's biological milieu with the clinical aspects of complete prosthodontics.

CSR 541. National Board Part II Review. ***(1-0-1)***
This course is designed to review clinical science topics in preparation for the National Board Part II Exam given in early December each year.

DAU 511. Introduction to Operatory Procedures.(1-0-1)
This course presents lectures on the care and maintenance of dental equipment; operation of dental operatory equipment; chair, patient and operator positions; instrument sterilization rationale and procedures; and basic interpersonal skills.

DAU 521. Patient Communication. ***(2-0-2)***
Practical training in a problem-based learning setting in techniques of communication and behavior modification. Didactic and small-group experiences emphasize patient motivation, rapport development, persuasion and behavioral treatment planning.

DAU 533. The Principles and Practice of Small-Business Administration. ***(2-0-2)***
Subject areas include selection of practice area, major and minor dental equipment, borrowing money and pro-forma financial documents, principles of cost and revenue, contract agreements, facility design, leasing, bookkeeping and patient records.

DAU 534. Management of the Dental Practice and the Dental Staff. ***(3-0-3)***
Lecture and laboratory management of computer hardware and software designed for the dental practice.

DAU 541. Principles and Practices of a Small-Business Administration. ***(3-0-3)***
Prerequisite: DAU 533
This course provides a working knowledge of marketing, dental jurisprudence, legal aspects of business, tax reports, retirement planning, personal financial management, money management, dental records, third-party payments, support personnel, management of cash flow and budgeting, appointment control, recall systems, referral policy, the welcome letter, evaluating the practice, dental practice accounting, money management, projects and case illustrations, as they inter-relate to the private practice of dentistry.

DAU 542C. Dental Practice Dynamics. ***(2)***
This course emphasizes the demonstration and practice of four-handed sit-down dentistry, utilizing interpersonal skills in the improvement of time and management skills needed in today's practice modes.

DPS 531. Dental Materials. ***(3-1-3)***
A problem-oriented approach to understanding the materials and techniques used in dentistry. Dental amalgam, resin composites, dental cements, impression materials, gold and nonprecious alloys, investments, porcelain, casting and soldering procedures are discussed. Having a basic familiarity with the materials and techniques from other pre-clinical courses, the students learn the causes and proper solutions to problems they may have encountered in their use.

OCC 515. Dental Anatomy. ***(4-0-4)***
In this course the student learns the morphology of the primary and permanent dentition. Throughout the course, tooth arch traits, type traits, and specific developmental and eruption features are stressed for both the primary and permanent dentitions.

OCC 516. Occlusion of the Natural Dentition. (4-6-7)
This is a lecture/laboratory course that provides an introduction to the basic concepts of occlusion, as they apply to the natural dentition. The purposes include: to make the student familiar with related terminology, to learn condylar movement characteristics and the related tooth interactions during mandibular movements, to provide a basic knowledge of optimal occlusion and acceptable variations, and to develop psychomotor skills related to restorative and prosthetic dentistry.

OCC 517. Occlusal Adjustment. (1-3-2)
This course consists of lectures, laboratory and clinical procedures involved in making mounted diagnostic casts, in determining the functional status of the natural dentition and in performing an occlusal adjustment.

OCC 522. Occlusion for Artificial Dentition. (1-3-3)
Prerequisite: OCC 515
This course includes lectures and laboratory sessions on various concepts of occlusion for the artificial dentition, including physiology of occlusion, philosophy and technique of arrangement of anatomic and non-anatomic denture teeth.

OCC 533. Diagnosis and Treatment of Temporomandibular Disorders. (2-1-2)
This course is concerned with screening, diagnosing and treating temporomandibular disorders. The course also provides the experience of laboratory fabrication and clinical adjustment and insertion of a "centric relation," full arch coverage occlusal splint.

OCC 533C. Occlusion Clinic. (2)
Prerequisites: OCC 515, OCC 516, OCC 517
Students apply the principles of occlusal examination, diagnosis and appropriate treatment.

OCC 543C. Occlusion Clinic. (1)
Prerequisite: OCC 533C
Students are taught to make a physical temporomandibular joint examination, an examination of associated muscles and correlating the findings with the occlusal examination to arrive at a diagnosis and appropriate treatment.

PRO 533. Advanced Prosthodontics. (2-2-3)
Prerequisite: RPD 523
This lecture and laboratory experience is primarily concerned with immediate dentures, overdentures, advanced concepts of removable partial denture design and occlusion.

PRO 533C. Prosthodontics. (3)
PRO 541C. Prosthodontics. (2)
Prerequisite: PRO 533C
PRO 542C. Prosthodontics. (2)
Prerequisite: PRO 541C
PRO 543C. Prosthodontics. (1)
Prerequisite: PRO 542C
These clinical courses offer an opportunity to improve those removable prosthodontic clinical skills learned in earlier didactic courses by providing patient care under close faculty supervision.

RES 511. Operative Dentistry. (2-6-5)
Prerequisites: OCC 515, OCC 516
Principles and techniques of conservative cavity preparation and restoration of teeth with silver amalgam and esthetic restorative materials. Laboratory treatment of simulated permanent teeth and extracted human teeth is utilized to teach basic restorative concepts.

RES 512. Operative Dentistry. (2-5-5)
Prerequisite: RES 511
This course introduces extensive preparations and restorations. The lecture and bench laboratory format continue with additional procedures being carried out in a simulated clinical environment. The final portion of this course is devoted to treating patients in a controlled clinical environment.

RES 514. Fixed Prosthodontics. (2-6-5)
Prerequisite: RES 512
Introduction to principles and techniques encountered in the preparation of teeth and subsequent fabrication of gold casting for single-tooth restorations and fixed partial prostheses in this course.

RES 522. Fixed Prosthodontics. (2-6-5)
Prerequisite: RES 514
Lecture and laboratory segments of this course introduce fundamentals of abutment preparation, retainer and pontic design for fabrication of fixed partial prostheses and single units in all metal and ceramic veneers on vital and endodontically treated teeth.

RES 522C. Restorative. (1)
Prerequisites: RES 514, DAU 511
This first restorative clinical course is designed to develop clinical judgment, patient management and manual skills through the completion of a variety of direct restorative procedures in a closely supervised clinical environment.

RES 523. Fixed Prosthodontics. (1-3-3)
Prerequisite: RES 522
Fundamentals and principles taught in previous courses are applied to preparation and fabrication of intra-coronal cast restorations and extra-coronal partial veneer cast restorations. Principles of impression technique, resin-bonded bridges, lab communication and treatment planning are included.

RES 524. Fixed Prosthodontic Seminar. (1-0-1)
Prerequisite: RES 523
This seminar course stresses the coordination of laboratory and preclinical experiences with increasing clinical experience in fixed prosthodontics.

RES 531. Esthetic Restorative Dentistry. (2-2-3)
Prerequisite: RES 522
This advanced course includes cosmetic treatment with composite and porcelain veneers, resin bonded prostheses, partial esthetic coverage design, posterior composite and porcelain restorations, bleaching for esthetics, color characterization of restorations to match the dentition and steps in color matching.

RES 533C. Restorative. ***(14)***
Prerequisite: RES 532C
The primary goal of this clinical course is to provide additional opportunity to gain clinical experience in providing direct and indirect restorative treatment to patients.

RES 541. Restorative Seminar I. ***(1-0-1)***
This lecture/seminar course reviews current methods of restorative treatment.

RES 541C. Restorative. ***(6)***
Prerequisite: RES 533C
Students provide a variety of restorative procedures to patients in a supervised comprehensive clinical environment.

RES 542. Restorative Seminar II. ***(1-0-1)***
This lecture/seminar course reviews advances and research in restorative materials and techniques.

RES 542C. Restorative. ***(7)***
Prerequisite: RES 541C
Students provide a variety of restorative procedures to patients in a supervised comprehensive clinical environment.

RES 543. Restorative Seminar III. ***(1-0-1)***
This lecture/seminar course reviews articulators and precision attachments.

RES 543C. Restorative. ***(5)***
Prerequisite: RES 542C
Students taught proficiency in comprehensive patient care. Operative and Fixed procedures are provided in a supervised comprehensive clinical environment.

RPD 523. Removable Partials. ***(3-7-7)***
Prerequisite: COM 522
This clinical-laboratory technique course stresses the fundamentals of proper RPD design and fabrication. Emphasis is on examination, sequential treatment planning and mouth preparation including occlusal modifications to assure optimal stability and occlusal harmony during function.

Oral and Maxillofacial Surgery

Chair: E. Joy; *Professors:* E. Joy, D. Shelton; *Associate Professor:* A. Sisk; *Assistant Professor:* J. Krupa.

CPR 510. Basic Cardiac Life Support (CPR). ***(1)***
This course certifies the student as a Basic Cardiac Life Support provider according to the standards established by the American Heart Association.

CPR 543. Basic Cardiac Life Support (CPR). ***(1)***
This course recertifies the student as a Basic Cardiac Life Support provider according to the standards established by the American Heart Association.

OSD 512. Physical Evaluation. ***(1-0-1)***
This course covers the components of physical examination of the adult patient based on the student's knowledge of anatomy and physiology. Knowledge of the principles and techniques taught in this course has direct clinical applicability and it provides the foundation for a better understanding of consultation with medical colleagues when dealing with medically compromised patients.

OSD 513. Local Anesthesia. ***(1-0-1)***
Introduction to pain control and patient management. The pharmacology of local anesthetic agents is presented in detail, and clinical techniques of local anesthetic administration are presented in lecture and practiced in the laboratory.

OSD 532. Fundamentals of Oral Surgery. ***(2-0-2)***
Prerequisite: OSD 513
This lecture course provides basic information necessary to complete clinical requirements in oral surgery and subsequently perform those surgical techniques within the scope of a general practitioner.

OSD 533C. Oral Surgery. ***(1)***
Prerequisite: OSD 532, Clinic Orientation
This initial course in clinical patient care introduces students to oral surgery clinical activity.

OSD 534. Sedation and Anxiety Control. ***(2-1-2)***
Prerequisites: NS 514
Basic concepts and the rationale of sedation are presented. The pertinent physiology and pharmacology information is presented. The techniques of inhalation and intravenous sedation are discussed and practiced. Psychological control of pain and the control of postoperative pain are discussed.

OSD 535. Management of the Medically Compromised Dental Patient. ***(3-0-3)***
Prerequisites: ANMD 532, MIBD 523, PATH 532, PATH 542, PHYD 520

This course is designed to correlate previous training in basic sciences with the clinical manifestations of disease. The implications of systemic disease, relative to patient well-being, and to modifications in management and treatment are discussed, as well as the recognizing and treating emergency situations which may arise.

OSD 541. Advanced Oral Surgery. ***(2-0-2)***
Prerequisite: OSD 532

Presents surgical techniques performed almost exclusively by specialists in oral and maxillofacial surgery.

OSD 542C. Oral Surgery. ***(3)***
Prerequisite: OSD 533C

This course is a continuation of Oral Surgery Clinic activity.

OSD 550C. Oral Surgery. ***(4)***
Prerequisite: OSD 532, OSD 534, OSD 541

This course is a full-time one-week activity introducing hospital dentistry and the role of the dentist in the hospital. Students are assigned to dental services at University and Medical College of Georgia Hospital and Clinics where they help treat oral surgery patients in the clinics, emergency rooms and operating rooms. Students become familiar with admission and discharge of patients, the hospital chart, initiating hospital orders and obtaining and providing consultations for other hospital services. Two students at a time participate in the clerkship. The week extends from 7 a.m. Monday to noon Saturday. Students are on call 24 hours a day, and take two nights of in-hospital call.

Orthodontics

Chair: F.B. Hines, Jr.; *Associate Professor:* F.B. Hines, Jr.; *Assistant Professors:* W. Fortson, G. Corbitt.

ORTH 523. Orthodontics I. ***(2-1-2)***

Introduction to orthodontics designed to provide second-year dental students with a fundamental knowledge and understanding of growth and development, classification of malocclusion, development of occlusion, cephalometrics, diagnosis and biology of tooth movement.

ORTH 531. Orthodontics II. ***(1-1-2)***

Provides third-year dental students with a basic understanding of the biomechanical principles involved in controlled orthodontic tooth movement. Laboratory projects provide a hands-on simulation of the concepts discussed in lecture. Special emphasis on the management of adjunctive orthodontic procedures.

ORTH 541C. Orthodontic Clinic. ***(1)***

The orthodontic clinical experience provides the opportunity to work through the diagnostic and treatment planning process on a potential patient. The student is expected to treat a patient with relatively uncomplicated dentoalveolar problems, involving primarily adjunctive and interceptive types of orthodontic treatment. These clinical efforts are designed to improve the student's diagnostic skills, emphasize the importance of timely intervention, and allow the student to experience, first hand, the mechanics of limited orthodontic treatments.

Pediatric Dentistry

Chair: S. Adair; *Professors:* J. Barenie, D. Myers; *Associate Professors:* S. Adair, C. Hanes, F. Krakowiak; *Assistant Professor:* D. Sams

PEDO 524. Preclinical Pediatric Dentistry. ***(3-1-4)***

This course provides the didactic and laboratory techniques necessary to prepare students for clinical pediatric dentistry experiences.

PEDO 533C. Clinical Pediatric Dentistry. ***(1)***
Prerequisite: PEDO 524

This course teaches students to diagnose, provide a treatment plan and provide comprehensive dental treatment for the typical child patient.

PEDO 534. Dentistry for the Disabled Patient. ***(1-0-1)***

This course is intended to sensitize the dental student to the needs of developmentally and physically disabled patients and to provide essential information pertaining to dental care for the handicapped.

PEDO 541. Pediatric Dentistry Seminar. ***(1-0-1)***

This seminar course provides a review and update of pediatric dentistry topics.

PEDO 543C. Clinical Pediatric Dentistry. ***(2)***
Prerequisite: PEDO 533C

This course provides additional opportunities to diagnose, provide a treatment plan and provide comprehensive dental treatment for the typical child patient.

Periodontics

Chair: J. Garnick; *Professor:* J. Garnick; *Associate Professor:* P. Hanes; *Assistant Professors:* J. Mailhot, M. Pinson, S. Stein.

PER 511. Periodontics. ***(1-1-2)***

The classification of periodontal diseases and descriptions of inflammatory periodontal diseases are presented. Local etiologic factors, patient education, oral hygiene and prevention are covered. In addition, hand instrumentation is introduced.

PER 512. Periodontics. ***(1-2-2)***
Prerequisite: PER 511

Lectures and laboratory exercises in tooth-surface hand instrumentation; and history, examination, diagnosis and prognosis of patients with adult periodontal disease are presented in this course.

PER 513. Periodontics. ***(1-1-1)***
Prerequisite: PER 512
This course provides an introduction to periodontal treatment; lecture and laboratory exercises in root scaling and planing; lecture and laboratory exercises in loss of attachment determination; lectures in responses of periodontal lesions to therapy; maintenance care of treated periodontal patients; conjunctive restorative and prosthetic procedures; and principles of periodontal surgery.

PER 516. Periodontics. ***(1-1-1)***
Prerequisite: PER 513
The rationale, indications, contraindications and techniques of periodontal surgical procedures are presented. A lecture, seminar and laboratory format is used to introduce a series of surgical procedures with wide clinical application in general dental practice.

PER 523C. Periodontics. ***(2)***
Prerequisite: PER 512
Students learn to examine the periodontal structures of their patients, record the findings, plan and satisfactorily execute treatment of patients with gingivitis, and demonstrate proficiency in periodontal scaling and polish techniques.

PER 524. Periodontics. ***(2-1-2)***
Prerequisite: PER 516
Lectures are presented on osseous surgery, mucogingival surgery, acute periodontal conditions, early onset periodontitis and trauma from occlusion. Lecture and laboratory exercises on ultrasonic instrumentation are also given.

PER 531C. Periodontics. ***(1)***
This is a clinical course in which the student, under faculty supervision, can diagnose patients' periodontal conditions and provide treatment for mildly involved cases. The need for early treatment, effective patient performed disease control measures, timely dentist provided maintenance care, and the positive outcome deriving from them is emphasized.

PER 532C. Periodontics Clinic. ***(1)***
A clinical course in which the student, under faculty supervision, can diagnose patients' periodontal conditions and provide treatment for mildly involved cases. The need for early treatment, effective patient performed disease control measures, timely dentist provided maintenance care and the positive outcome deriving from them is emphasized.

PER 533C. Periodontics. ***(1)***
The student learns to adequately examine the periodontal structures of all assigned patients, record the findings, plan and satisfactorily execute treatment of patients with mild periodontitis, gain minimal surgical experience and demonstrate proficiency in root planing.

PER 541C. Periodontics. ***(1)***
In this clinical course the student continues to meet all periodontal diagnostic, active treatment and maintenance needs of assigned patients under faculty supervision. Maintenance needs are emphasized.

PER 542. Periodontics. ***(2-0-2)***
Prerequisite: PER 524
This course reviews and updates periodontal topics in seminar discussions with emphasis on clinical application and patient care.

PER 542C. Periodontics Clinic. ***(2)***
In this clinical course the student continues to meet all periodontal diagnostic, active treatment and maintenance needs of assigned patients under faculty supervision. Maintenance needs are emphasized.

PER 543C. Periodontics. ***(1)***
The student learns to satisfactorily examine patients presenting with periodontal tissues ranging from healthy to severely diseased, record the findings, make the proper diagnoses, demonstrate proficiency in planning and executing treatment for moderately involved cases to include minor surgical therapy and demonstrate satisfactory maintenance of periodontal health for all cases in which active treatment is completed.

Student Admissions and Academic Support

Director: M. Miller

NSO 511. New Student Orientation. ***(1)***
Acquaints new students with student services at the Medical College of Georgia, financial aid policies, the goals of dental education and policies applicable to students in the D.M.D. curriculum.

Courses Taught for Other Schools

ANM 132-332. Anatomy and Physiology for Dental Hygiene. ***(6-0-6)***
This course deals with the structure and function of the entire body. Emphasis is on the gross and microanatomical structure of the head and neck region. Special attention is given to the microanatomy of the teeth, oral mucosa and salivary glands. The gross anatomy of the muscles of facial expression and mastication, as well as the blood and nerve supply to the oral and perioral tissues, is covered in detail. Membrane, muscle, nerve, cardiovascular, respiratory and endocrine physiology are also studied.

ANMD 113. Anatomy for Dental Assistants and Technologists. ***(2-0-2)***
An introductory gross anatomy course of the head and neck region. Emphasis is on oral structures.

BIO 131-331. Biochemistry for Dental Hygiene I. ***(3-0-3)***
An introduction to clinical principles and an integrated and balanced discussion of general and organic chemistry and biochemistry. Topics in the first quarter include acids, bases, salts, buffers and solutions which are deemed prerequisites to the study of functional organic groups and biochemistry.

BIO 132-332. Biochemistry for Dental Hygiene II. ***(4-0-4)***

Prerequisite: BIO 131-331

The material presented in the second quarter relates previous subjects to the study of carbohydrates, lipids, proteins and nucleic acids. Nutritional concepts are introduced concurrently, and the role of nutrition in disease prevention is stressed.

MIB 130-330. Microbiology for Dental Hygienists. ***(2-0-2)***

Prerequisite: Biochemistry

Lectures on principles of microbiology, immunology and infectious disease and their applications to the practice of dental hygiene.

MIB 200-201. Microbiology for Dental Assistants. ***(2-0-2)***

Lectures and demonstrations on fundamental principles of microbiology, aseptic procedures and sterilization and disinfection.

OMD 220-420. Oral Medicine for Dental Hygiene. ***(2)***

An in-depth study of the more common systemic diseases, the major complications of systematic disease, and what effect those diseases have on the provisions of oral health care.

PATH 118. Pathology for Dental Assistants. ***(2)***

Prerequisite: Anatomy and Physiology

Lectures on the general principles and underlying mechanisms of disease with emphasis on the clinical aspects of oral disease. Topics include developmental disturbances of teeth and oral tissues; benign and malignant neoplasms; reactive proliferations; sequela of odontogenic infections; and oral manifestations of systemic disease.

PATH 130-330. Pathology for Dental Hygiene. ***(4)***

Prerequisites: Anatomy, Biochemistry and Physiology

Lectures on the general principles and underlying mechanisms of disease with emphasis on the clinical aspects of oral disease. Topics include developmental disturbances of the teeth and oral tissues; benign and malignant neoplasms; reactive proliferations; sequela of odontogenic infections; and oral manifestations of systemic disease.

PHM 124. Pharmacology for Dental Assistants. ***(3-0-3)***

Prerequisite: Biochemistry

Lecture on general principles, drugs used in dental practice and other drugs that affect dental treatment.

PHM 230-430. Pharmacology for Dental Hygiene. ***(4-0-4)***

Prerequisites: Human Anatomy and Physiology and Biochemistry.

A basic pharmacology course including: general principles; a study of drugs commonly used to treat diseases and disorders of the nervous, cardiovascular-renal, gastrointestinal and endocrine systems; and consideration of antibiotics and chemotherapy. Special emphasis is on drugs used in dentistry and how certain drugs affect the treatment and response of the dental patient.

RADD 128-328. Dental Radiology for Dental Hygiene. ***(2)***

RADD 129-329. Dental Radiology for Dental Hygiene. ***(2)***

Fundamentals of radiation physics, biology and safety as they relate to practice of dentistry and dental hygiene. The course features didactic and laboratory segments relative to dental radiographic techniques, darkroom procedures, and X-ray film mounting and critiquing. Also covered are basic levels of dental radiographic interpretation.

RADD 130-330. Dental Radiology Laboratory. ***(1)***

Students gain experience in taking and processing radiographs, mounting film and interpreting radiographs.

RADD 228-428. Radiology Techniques for Dental Hygiene. ***(1)***

Using knowledge and skills learned in RADD 128 and RADD 328, students gain clinical experience in the dental radiology clinic of the School of Dentistry. The course continues for three quarters.

RADD 229-429. Radiology Techniques for Dental Hygiene. ***(1)***

Clinical experience in radiographic technique.

RADD 230-430. Radiology Technique for Dental Hygiene. ***(1)***

Clinical experience in radiographic technique.

PER 160-360. Periodontics for Dental Hygiene. ***(2-0-2)***

Lectures are presented on etiology, examination and diagnosis of periodontal diseases to first-year hygiene students. In addition, lectures in oral disease control, root scaling and periodontal surgery are presented.

PER 261-461. Periodontics for Dental Hygiene. ***(2-0-2)***

Biologic basis of periodontal therapy is thoroughly discussed with hygiene students. Etiology of periodontal diseases and conservative treatment are stressed. The format of the course is seminar with the class divided into small sections. The discussions are interspersed with many clinical examples and review of the literature.

CMD 803. Dental Health Program Planning. ***(4)***

Approved for credit toward a graduate studies degree. (Graduate course for candidates for the master's degree in health education with dental major.)

A course devoted to the general knowledge and skills specific to the process of planning, implementation, operation and evaluation of public health programs.

CMD 804. Dental Health Epidemilogy. ***(4)***
Approved for credit toward a graduate studies degree. (Graduate course for candidates for the master's degree in health education with dental hygiene or dental major.)

A required (dental major) or elective (dental hygiene major) course devoted to the basic concepts of research design, epidemiology, biostatistics and literature evaluation. The preparation of research protocol is required.

CMD 805. Dental Health Delivery in a Changing Society. ***(4)***
Approved for credit toward a graduate studies degree. (Graduate course for candidates for the master's degree in health education for dental hygiene and dental majors.)

A required course (dental major) or an elective course (dental hygiene major) designed to explore the continuing influence of society upon the dental profession.

CMD 806. Research in Dental Public Health. ***(5)***
Approved for credit toward a graduate studies degree. (Graduate course for candidates for the master's degree in health education and a dental major.)

A course devoted to the selection, planning, conduct, analysis, reporting and presentation of a research topic in the field of dental public health.

PER 807. Advanced Periodontics for Dental Hygienists. ***(5)***
Approved for credit toward a graduate studies degree.

A review of the principles of periodontology, etiology and classification of periodontal disease. In-depth study of the rationale of various surgical and non-surgical periodontal treatment and opportunities in clinical setting are provided.

School of Graduate Studies

Dean—Dr. Lowell M. Greenbaum

Academic Calendar

School of Graduate Studies

Fall Quarter	***1993***	***1994***
For all students taking courses under medical school calendar:*		
New student orientation	TBA	TBA
Registration medical school calendar courses Phase II	August 13 & 16	August 12 & 15
Registration medical school calendar courses Phase I	August 20	August 19
Medical school calendar classes begin Phase II	August 16	August 15
Medical school calendar classes begin Phase I	August 23	August 22
Last day for late registration and schedule changes**	August 26	August 25
Labor Day holiday	September 6	September 5
For all other students:		
New student orientation	TBA	TBA
Registration	September 13	September 19
Last day for late registration and schedule changes**	September 17	September 23
For all students:		
Last day to apply for December graduation	September 13	September 19
Augusta College classes begin	September 20	TBA
Graduate school classes begin	September 14	September 20
Pre-registration for winter quarter	October 11–14	October 10–13
Midterm: last day to withdraw from a course without penalty		
Phase II medical school calendar courses	September 27	September 26
Phase I medical school calendar courses	October 4	October 3
All other courses	October 18	October 21
Last day of medical school calendar classes Phase II	November 5	November 4
Last day of medical school calendar classes Phase I	November 12	November 11
Thanksgiving recess	November 25–26	November 24–25
Last day of graduate school classes	December 6	December 12
Examinations	December 7–10	December 13–16
Term ends	December 10	December 16

Winter Quarter	***1993-94***	***1994-95***
Registration and classes begin medical school calendar courses Phase II	November 8	November 7
Registration and classes begin medical school calendar courses Phase I	November 15	November 14
Registration for all other students	January 4	January 3
Last day to apply for March graduation	January 4	January 3
Augusta College classes begin evening of:	January 3	TBA
Graduate school classes begin	January 5	January 4
Last day for late registration and schedule changes**	January 7	January 9
Applications due for June graduation***	January 7	January 10
Martin Luther King, Jr. holiday	January 17	January 16

Midterm: last day to withdraw from a course without penalty		
Medical school calendar courses Phase II	January 10	January 9
Medical school calendar courses Phase I	January 18	January 17
All other courses	February 4	February 6
Pre-registration for spring quarter	January 18–20	January 17–19
Last day of medical school calendar classes Phase II	February 11	February 10
Last day of medical school calendar classes Phase I	March 4	March 3
Last day of graduate school classes	March 11	March 10
Examinations	March 14–16	March 13–16
Term ends	March 16	March 16

Spring Quarter

	1994	*1995*
Registration and classes begin medical school calendar courses Phase II	February 14	February 13
Registration and classes begin medical school calendar courses Phase I	March 7	March 6
Registration for all other students	March 17	March 20
Last day to apply for June graduation***	March 17	March 20
Graduate school classes begin	March 17	March 21
Augusta College classes begin	March 22	TBA
Last day for late registration and schedule changes**	March 23	March 27
Spring break	April 4–10	April 3–9
Midterm: last day to withdraw from a course without penalty		
Medical school calendar courses Phase II	March 26	March 24
Medical school calendar courses Phase I	April 1	March 31
All other courses	April 25	April 28
Pre-registration for summer quarter	May 3–6	May 1–4
Last day of medical school calendar classes Phase II	May 6	May 5
Last day of medical school calendar classes Phase I	June 3	June 2
Last day of graduate school classes	May 27	June 1
Examinations	May 30–31, June 1	June 2, 5–7
Term ends	June 1	June 7
Graduation	June 4	June 10

Summer Quarter

	1994	*1995*
Registration	June 14	June 12
Last day to apply for August graduation	June 14	June 12
Graduate school classes begin	June 15	June 13
Last day for late registration and schedule changes**	June 20	June 16
Augusta College classes begin	June 14	TBA
Independence Day holiday	July 4	July 4
Pre-registration for fall quarter	July 11–14	July 10–13
Midterm: last day to withdraw from a course without penalty	July 18	July 17
Classes end	August 19	August 18
Examinations	August 22–25	August 21–24
Term ends	August 25	August 24

*1994–95 dates for medical school calendar courses are subject to change.

**A late fee is assessed beginning the day after the student's scheduled registration day.

***To ensure diploma is received in time for graduation.

School of Graduate Studies

Philosophy

The School of Graduate Studies provides graduate education and research training for individuals desiring to pursue careers in health-sciences related disciplines. The faculty and graduate students should create an atmosphere of academic scholarship and investigation which provides graduates with high scholarship values and major skills in their disciplines. The school interacts with all faculties and also with professional students to aid in the development of scholarship in all disciplines.

Objectives

All postbaccalaureate education which is not professionally directed is the responsibility of the School of Graduate Studies. The faculty, which is selected from Schools of Medicine, Dentistry, Nursing and Allied Health Sciences, is involved in the preparation of candidates for master of science and master of health education degrees and the doctor of philosophy degree. Graduates are prepared to become leaders in their respective disciplines in research, teaching and service in academic institutions, in hospitals, government service and industry.

Dean and Faculty

The dean of the School of Graduate Studies is the chief administrative officer and is responsible to the president of the medical college for carrying out all academic policies of the Board of Regents, the Medical College of Georgia, and the School of Graduate Studies related to graduate education.

The members of the graduate faculty are appointed from the Schools of Medicine, Dentistry, Allied Health Sciences and Nursing by the president of the Medical College following recommendation by the dean of the School of Graduate Studies. The Graduate Faculty Senate, through its committees and executive committee advises the dean on all pertinent matters related to graduate education, including nominations to the graduate faculty. Program directors appointed by each degree granting department or discipline make up the Graduate Council, which is also advisory to the dean on academic policies related to the school.

Degrees

The college is authorized by the Board of Regents of the University System of Georgia to grant the doctor of philosophy, master of science, master of science in clinical nutrition, master of science in medical illustration, master of science in nursing, and master of health education degrees in approved disciplines through the School of Graduate Studies.

Application Procedures

Send or direct all application materials to the dean, School of Graduate Studies, Medical College of Georgia, Augusta, GA, 30912. A complete application consists of the following:

1. Application

A completed application form, application supplement and reference reports are required for those seeking admission to the School of Graduate Studies. Application materials may be obtained by writing to the dean at the address listed above.

2. Transcripts

Official transcripts of all previous and current college, graduate or professional studies. Transcripts must be signed by the registrar, contain the institutional seal, and be received directly by mail from the schools attended.

3. Graduate Record Examination

The General Test is required for all domestic and foreign applicants. Subject tests in biology, chemistry or computer sciences are recommended for applicants to biomedical sciences programs. MCAT and DAT test scores may be substituted for GRE scores upon approval by the dean. The GRE reporting code for the School of Graduate Studies is R5406–4. GRE scores over five years old are not acceptable.

4. Three Reference Reports

(as provided in the application package) mailed directly to the dean from the reference.

5. TOEFL

The Test of English as a Foreign Language (TOEFL) is required of all foreign applicants (excluding English-speaking countries), minimum acceptable score 600.

6. Health Questionnaire

Upon acceptance to the School of Graduate Studies, all students must complete a health questionnaire which will be mailed to Medical Datamation. Failure to do so will prevent admission.

Admissions

Admission to the School of Graduate Studies is subject to the discretion of the dean following recommendation by the department's admissions committee. In considering admission, departments review all transcripts, reference reports, test scores and objectives of the applicant. A personal interview may also be required. Applicants should include in their application any pertinent information including reprints, experiences related to their objectives, etc. Depending on the individual program, students may be admitted to the School of Graduate Studies beginning in any one of the four quarters. For the fall quarter, all applications must be complete by June 30. Application deadline for foreign applicants is April 30 for fall quarter admission. For other quarters, applications must be completed four weeks prior to the first day of the quarter *see Calendar.*

Foreign Applicants

Applications from qualified students of foreign institutions which are approved by the University System of Georgia are welcome. Applicants whose test scores indicate a need for additional studies in English may be required to take a program in English designated by the School of Graduate Studies at the student's expense. Students also may be required to appear on campus four to eight weeks in advance of the start of their graduate program to take such English programs. Foreign applicants should arrive in this country with sufficient funds for housing, tuition and living expenses. The School of Graduate Studies has no funds for these purposes.

Fees and Expenses

See the General Information section for Fees and Expenses. Waivers of non-resident fees for students in the School of Graduate Studies are available, but are limited in number. Residents of Alabama, Florida, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, Virginia and West Virginia are eligible for non-resident fee waivers through the Academic Common Market in some M.S., M.S.N and Ph.D. programs.

Financial Aid

Students should write for the Student Financial Aid Guide *see General Information section.*

Medical College of Georgia Graduate Assistantships

Graduate research and teaching assistantships are available on a competitive basis and are administered through the dean's office to students taking a full-time program of 12 quarter hours or more. Stipends from grants in individual departments for graduate training may also be available. Predoctoral training grants from federal and foundation sources should also be considered.

Scholastic Regulations

An applicant's registration and class attendance constitute an agreement on the part of the applicant to comply with the rules and regulations of the college as published in this catalog and other official publications of the college during the student's continued enrollment.

A student's continued enrollment in the School of Graduate Studies is subject to the decision by the dean and other designated officers that academic grades and progress are satisfactory, that rules of the college are being complied with, and that the best interest of the school and of other students is being served.

Auditors may take graduate courses, but must secure permission of the instructor. No academic credit is allowed. Auditors pay usual tuition and fees.

Classification of Graduate Students

Regular Student

A student who has been admitted for enrollment in a program leading to a graduate degree.

Non-Degree Students

Students who wish to take graduate courses but are not enrolled in a graduate degree program will apply to the School of Graduate Studies as non-degree students. These students will be admitted by a special admissions committee. A non-degree student will not be assigned to a department, but will be the responsibility of the dean. The admissions committee will determine the objectives of the applicant, and if the undergraduate record is in keeping with the objectives. The non-degree student will be limited to didactic course work and the number of credit hours he can carry, and to four quarters only. The deadline for completion of the non-degree application will be June 30 for fall quarter admission, and 10 days prior to the registration dates for summer, winter and spring quarters *see Calendar.*

Provisional Admission

This status will be reserved for the student who is accepted by a department, but lacks an admission requirement of the School of Graduate Studies (e.g.,

GRE scores) or a requirement of the department (e.g., specific undergraduate coursework). The time for the requirement to be fulfilled must be approved by the dean prior to admission.

Special Students

This status will be reserved for candidates who have been accepted into a graduate program because they have a probable chance of success, but may have some weaknesses in their academic record. They will be placed on a one-year academic probation period. Special students are not eligible for graduate assistantships.

Grades, Academic Performance and Progress

Satisfactory progress toward a degree in the School of Graduate Studies requires that a student maintain a minimum grade point average (GPA) of 2.8 for all courses attempted. Departments may set additional standards for satisfactory progress in courses related to the specific discipline.

A minimum grade of C (or satisfactory in courses graded S and U) must be earned for each course applying toward a graduate degree, and a 2.8 cumulative GPA in all courses attempted toward the degree is required for graduation. Departments may set higher GPA and other graduation requirements.

Students are expected at all times to respond to assignments and research projects with original data, manuscripts and papers. Any deviation from this could result in a grade of F for the assignment and course and possible dismissal from the School of Graduate Studies.

Academic Probation and Dismissal

Any student whose cumulative GPA for a degree program drops below a 2.8 will be placed on academic probation. Such status will be noted on the student's academic record (transcript). While on probation, the student must earn a minimum of 3.0 each quarter until the cumulative GPA is raised to at least a 2.8. Students who fail to earn at least a 3.0 each quarter while on probation shall be academically dismissed from the School of Graduate Studies (requirements differ for the graduate nursing program).

Where circumstances warrant, upon recommendation of the academic department concerned and approval of the dean, a student dismissed under the provisions of this policy may be reinstated as a student on probation. In such cases, the reinstated student must earn at least a 3.0 each quarter while on probation until a 2.8 cumulative GPA is achieved. Failure to do so will again result in dismissal from the degree program. The second dismissal will be final.

Individual departments shall set policies concerning academic probation and dismissal in regard to students who receive a grade of U (unsatisfactory) in courses graded S or U.

With approval of the dean, individual departments may also establish higher GPA standards for probation or dismissal, in which cases the higher standards shall apply.

Any student dismissed from the School of Graduate Studies may appeal the action in accordance with procedure shown in the Student Discipline, Grievances, and Appeals section in the General Information section.

Leaves of Absence

Registration in each quarter indicates that a student is making progress for his enrolled objective. Students who do not plan to enroll for an upcoming quarter (except the summer quarter) should request a leave of absence from the dean, through their program director. Failure to do so could result in being required to reapply for admission. A leave of absence does not reduce a student's obligation to complete the degree within the stated time.

Transfer Credit

Transfer of graduate credit is never automatic; any credits transferred do not reduce the residence requirement for any advanced degree.

In the case of a prospective Ph.D. candidate entering the School of Graduate Studies with a master's degree from another institution, the candidate shall pass an examination on his major subject and thesis during the first quarter of residence if credit for any pertinent portion of the master's course work (10 quarter hours maximum usually allowed) is to be applied to the Ph.D. The transfer of any course work beyond the master's level is a matter for negotiation between the student, his advisory committee, his major department and the dean. In general, no more than 30 quarter hours may be transferred toward the Ph.D., under any circumstances.

At the discretion of the dean and the faculty of the major department, up to 10 quarter hours credit toward a master's degree may be transferred.

Residence and Time Limit

The minimum requirement for the doctor of philosophy degree is three full academic years beyond the bachelor's degree, which cannot be satisfied through summer work alone. At least three full consecutive quarters must be spent in residence on the campus. If the student has part-time duties (employment or an assistantship), the residence requirements will be increased accordingly to provide the equivalent of three

quarters of full-time study in residence. All course work and other requirements for the doctor of philosophy degree, except the final oral examination, must be completed within seven consecutive calendar years from the date of enrollment.

The minimum residence requirement for all master's degrees is one full academic year. All work credited toward a master's degree, including the final oral examination, must be completed within five consecutive calendar years from the date of enrollment.

A student may be considered for dismissal if he fails to make timely progress toward the degree sought, or may be subject to re-examination or additional coursework.

Where circumstances warrant, a student may petition the dean for exceptions to this residence and time limit policy.

Doctor of Philosophy Degree Program

This degree may be conferred in anatomy, biochemistry, endocrinology, microbiology, oral biology, pharmacology- toxicology, physiology and nursing.

Requirements for Admission:

1. A completed formal application with evidence of a baccalaureate degree from an accredited college or university, either domestic or foreign.
2. Three letters of recommendation.
3. Graduate Record Examination scores of 1,000 (combined verbal and quantitative). The Test of English as a Foreign Language (TOEFL) is required of all foreign applicants (excluding English-speaking countries).
4. Undergraduate grade point average of 3.0.
5. Fulfillment of additional program requirements (see section on Additional Departmental Requirements and Course Descriptions).

Requirements for Graduation:

These do not include departmental requirements which must be fulfilled in addition to the list below.

1. *Minimum Time*
   A minimum of three academic years of full-time graduate study beyond the bachelor's degree is required.
2. *Residence*
   A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.
3. *Coursework Proposal and Research Proposal*
   A program of study and proposed research plan as the basis for a dissertation, which has been approved by the student's five-person advisory committee, departmental chairman and the dean. The research plan must conform to the Conduct of Research Policy of the medical college.
4. *Research Tools*
   The student must demonstrate proficiency in two appropriate tools of research. Graduate courses demonstrating computer and statistics literacy are recommended. The student may choose to demonstrate knowledge of a modern foreign language for fulfillment of this requirement. The research tools to

be offered must be recommended by the advisory committee and the department chairman and approved by the dean. Foreign students may be permitted to substitute English for one research-tools requirement.

5. *The Comprehensive Examination*
   This is divided into the first examination and following, no earlier than one academic quarter later, the second examination.

   First Examination

   This is a comprehensive examination testing the student's ability to correlate material presented during the first part of the graduate curriculum.

   The first examination may be taken after a minimum of 30 quarter hours of graduate study, provided at least 10 of these hours are at the "700" and "800" level. It must be successfully passed before the student will be permitted to register for more than a total of eight quarter hours of graduate study or become a candidate for a graduate degree. In the event of failure, the first examination may be repeated once with the permission of the department chairman, provided at least one additional quarter of graduate work has been completed. The first examination will be a written test that occupies two half days or one full day. The examination will be prepared and graded by the faculty of the department under the supervision of the departmental chairman. It must be submitted to the graduate school by the chairman for approval by the dean at least one week in advance of the examination date.

   The results will be certified to the graduate school by the chairman and the student's written answers will be filed in the department.

   Second Examination

   This examination is designed to test an understanding of the specialized field under study by the student, as defined by the advisory committee, in a manner demonstrating knowledge and maturity of current concepts, as well as historical and literature background. The examination is written and is to occupy two half days or one full day. A two-hour oral component may be substituted for one-third of the written component. The examination is prepared by the advisory committee in the presence of a representative of the dean. The examination must have the approval of the chairman of the department and the dean before it is administered. The examination will be considered passed if a majority of the advisory committee agree. The results will be certified to the dean by the chairman of the department. The student's written answers are filed in the department. In the event of failure, two academic quarters must elapse before it is administered again. The examination may be retaken only once.

6. *Admission to Candidacy*
   A student must be admitted to candidacy for the Ph.D. degree by the dean of the School of Graduate Studies. This will occur following successful completion and presentation of the research tools, course work and research proposals, and passing of the comprehensive examination. Until this occurs, graduate courses taken are not credited toward the degree.
7. *Dissertation*
   A dissertation is required for all curriculums. This is a culmination of an original independent investigation. The dissertation must give evidence that new information was obtained, as well as provide scholarly and critical judgment as to the relationship of this information to the past literature and overall field of study. The dissertation should clearly demonstrate the appropriate methodology, techniques, statistics, and scientific logic which require acceptance of this new information. Publication of the dissertation in one of various forms, while not required, is strongly urged.
8. *Final Oral Examination (Defense of Dissertation)*
   The candidate must defend in a satisfactory manner all aspects of the dissertation before the advisory committee and three outside readers. The dean or the dean's representative will conduct the examination in public following the guidelines approved by the graduate faculty. Dissertation defense must be carried out within three years of admission to candidacy. Otherwise, the student must undergo re-examination.
9. *An overall grade point average of 2.8.*

Doctor of Philosophy/Doctor of Medicine (Concurrent Degree) Program

Requirements for Admission

Applicant must be admitted to both the School of Graduate Studies and the School of Medicine. Two separate applications must be filed. The curriculum varies depending on the Ph.D. program (biomedical) selected and requires six years of study.

The Master of Science Degree Program

This degree may be conferred in anatomy, biochemistry, clinical nutrition, endocrinology, microbiology, pharmacology-toxicology, physiology, oral biology, medical illustration, and adult, community, parent-child, mental health-psychiatric nursing and nursing administration.

Requirements for Admission:

1. A completed formal application with evidence of a baccalaureate degree from an accredited college or

university, either domestic or foreign.
2. Three letters of recommendation.
3. Graduate Record Examination scores of 900 (combined verbal and quantitative). The Test of English as a Foreign Language (TOEFL) is required of all foreign applicants (excluding English-speaking countries).
4. Undergraduate grade point average of 3.0.
5. Fulfillment of additional program requirements (see Course Descriptions).

Requirements for Graduation:

These requirements do not include additional departmental requirements which must be fulfilled in addition to the list below.

1. *Coursework*
   45 quarter hours of graduate study are required. A minimum of 30 quarter hours must be allocated to coursework related to the major field. At least 10 of these hours shall be in 700 and 800 level courses.
2. *Residence*
   A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required (Medical illustration programs require six quarters).
3. *Coursework and Research Proposals*
   A program of study and a research plan proposed as a basis of a thesis must be approved by the four-person advisory committee, the chairman of the department and the dean. The research plan must conform to the Conduct of Research Policy of the medical college.
4. *Research Tools*
   The student must demonstrate proficiency in one tool of research. It is suggested that an appropriate course in statistics or computer science be used to satisfy this requirement. Proficiency in a modern language, or in the case of foreign students, English may also satisfy this requirement.
5. *Comprehensive Examination (Departmental Option)*
   The comprehensive examination may be taken after a minimum of 30 quarter hours of graduate study, provided at least 10 of these hours are at the 700 and 800 level. It must be successfully passed before the student will be permitted to register for more than a total of eight quarter hours of graduate study, or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman, provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (coursework proposal) for the master of science degree before being eligible to take the comprehensive examination. The comprehensive examination will be a written test that occupies two half-days or one full-day. The examination will be prepared by the faculty of the department. It must be submitted to the dean by the chairman for approval at least one week in advance of the examination date. The examination will be graded by the faculty under the supervision of the department chairman. The student's written answers will be filed in the department.
6. *Admission to Candidacy*
   A student must be admitted to candidacy for the master of science degree by the dean. This will occur following successful completion of the research tool requirement, acceptance of the coursework proposal and research proposal, and passage of the comprehensive examination (if required). Until this occurs, graduate courses taken are not credited toward the degree.
7. *Thesis*
   A thesis is required for all curriculums except medical illustration, which requires a project. The thesis is a culmination of an original investigation leading to new information. The thesis should characterize in a scholarly manner the importance of this information as it applies to the field of study. The thesis should reflect the methodology, techniques, statistics and literature background used, as well as scientific logic necessary for acceptance of the results and conclusion. Publication of the thesis in one of various forms is urged, but not required. Thesis defense must be carried out within two years of admission to candidacy. Otherwise, the student must undergo re-examination.
8. *Final Oral Examination (Defense of Thesis)*
   The candidate must defend all aspects of the thesis before the advisory committee. The dean or the dean's representative will conduct the oral examination in public along the guidelines approved by the graduate faculty.
9. *An overall grade point average of 2.8 (3.0 in nursing programs).*

The Master of Health Education Degree Program

This is an educational degree oriented toward teaching and clinical skills in the allied health fields of dental hygiene, health information management, medical technology, occupational therapy and physical therapy.

Requirements of Admission:

1. A completed application demonstrating a bachelor's degree in dental hygiene, health information management or medical technology from an accredited college or university having a program comparable to the bachelor's degree programs in these health professions at the Medical College of Georgia. For occupational therapy, graduation with a bachelor's degree from a curriculum in occupational therapy approved by the Council on Medical Education of the

American Medical Association in collaboration with the American Occupational Therapy Association. For physical therapy, a bachelor's degree or equivalent preparation in physical therapy from a curriculum in physical therapy accredited by the Commission for Accreditation of Physical Therapy Education or with a bachelor's degree and professional preparation in physical therapy comparable to basic educational programs for a physical therapist. For dentistry, a dental degree from a school or college of dentistry approved by the Commission on Dental Accreditation of the American Dental Association.

2. Three letters of recommendation.
3. Graduate Record Examination scores of 900 (combined verbal and quantitative). The Test of English as a Foreign Language (TOEFL) is required of all foreign applicants (excluding English speaking countries).
4. Evidence of current registration, licensure or certification to practice dentistry, dental hygiene, health information management, medical technology, occupational therapy, or physical therapy in one or more states. In addition, clinical practice beyond that is required for the initial degree: dentistry, dental hygiene and occupational therapy; one year—physical therapy; two years.
5. Fulfillment of additional program requirements.

Requirements for Graduation:

1. *Graduate Study*
   60 quarter hours beyond the bachelor's or professional dental degree are required. The complete program includes required and elective courses in education offered by Augusta College, as well as other schools and divisions of the Medical College of Georgia. Twenty quarter hours are spent in discipline-oriented instruction, 20 quarter hours of pedagogic instruction including a teaching practicum, and 20 quarter hours of related electives.
2. *Residence*
   A minimum of three quarters of full-time study or the equivalent in residence on this campus is required.
3. *Program of Study*
   A coursework proposal which has been approved by the advisory committee, the chairman and the dean.
4. *Satisfactory fulfillment of departmental requirements.*
5. *An overall grade point average of 2.8.*

Additional Departmental Requirements and Course Descriptions

Lecture-lab-credit hours are designated as shown in this example: (3–2–4). Courses in the School of Graduate Studies are numbered from 600–999.

Biomedical Sciences

Biochemistry and Molecular Biology (Ph.D., M.S.)

Chair: F. Leibach; *Professors:* A. Abdel-Latif, E. Abraham, R. Akhtar, V. Ganapathy, T Huisman, D. Tuan; *Associate Professors:* V. Bhalla, F. Carl, L. Carter, E. Howard, K. Lanclos, D. Lapp, K. Pandey, D. Scott, T. Sprinkle, T. Stoming, J. B. Whitney.

Recommended preparation: Courses at the college level in physics, mathematics (through integral calculus), biology, organic chemistry (through qualitative organic) and a year of physical chemistry.

BMB 745. Biochemistry. (9-0-9)
(Fall and Winter)
The chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism. Emphasis on medical applications.

BMB 814. Biochemistry Core. (5-0-5)
(Fall)
BMB 815. Biochemistry Core. (5-0-5)
(Winter)
BMB 816. Biochemistry Core. (5-0-5)
(Spring)
A course sequence covering the chemistry of the costituents of living matter (814); intermediary metabolism (815); and molecular biology (816).

BMB 820. Cell Biology. (5-0-5)
Topics in cell and molecular biology emphasizing current, cutting-edge research topics that have not been covered in the biochemistry core. Taught by BMB faculty using lecture, student presentations and critical group analysis of original research publications. Prerequisites are CMB 745, 814, 815 and 816.

BMB 822. Cancer Biology. (3-0-3)
Incorporates recent advances in research on the cellular and molecular biology of cancer with a comprehensive discussion of the mechanisms of carcinogenesis.

BMB 823. Biomembranes. ***(3-0-3)***
The diversity in structure of biological membranes are discussed and distintive functions such as transport, communication and energy transduction are studied in detail.

BMB 826. Physical Methods. ***(3-0-3)***
A laboratory course to familiarize students with the use and application of major scientific instruments, isotopes and biohazard training.

BMB 827. Developmental Biochemistry. ***(3-0-3)***
The biochemical chemical changes during development are reviewed. Coverage of many diversified aspects of biochemistry are presented ranging from cell biology to gene organization and developmental expression.

BMB 828. Neurochemistry. ***(3-0-3)***
General neurochemistry, including the morphological basis of neurochemistry synaptic transmission, the function of neural membranes, metabolism and regulation of nervous system function.

BMB 829. Biochemistry of Inborn Errors of Metabolism ***(4-0-4)***
The genetics, biochemical basis, pathology and methods of treatment of inborn errors of metabolism.

BMB 890. Workshop in Biochemistry and Molecular Biology. ***(1-0-1)***
An in-depth review of research in selected areas of biochemistry and molecular biology. Students are required to present literature reviews on an assigned topic.

BMB 901. Seminar in Biochemistry and Molecular Biology. ***(1-0-1)***
(Fall)
BMB 902. Seminar in Biochemistry and Molecular Biology. ***(1-0-1)***
(Winter)
BMB 903. Seminar in Biochemistry and Molecular Biology. ***(1-0-1)***
(Spring)
BMB 921. Investigation of a Problem. ***(Credit to be arranged)***
Laboratory experiences.

BMB 930. Research. ***(Credit to be arranged)***
For students with approved research proposals.

Cellular Biology and Anatomy (Ph.D., M.S.)

Chair: D. Bockman; *Professors:* D. Bockman, G. Colborn, M. Kirby, (Regents), T. McDonald, M. Mulroy, M. Sharawy, G. Sohal; *Associate Professors:* J. Barrett, R. Caldwell, T. Creazzo, T. Gale, A. Gulati, D. Lause, P. McNeil, D. Sickles, T. Weidman, D. Welter, R. Wrenn; *Assistant Professors:* D. Defoe, T. Harrison, S. Smith.

Recommended preparation: An undergraduate major in zoology, biology or cell biology, or a major in chemistry or physics with a minor in zoology or biology (at least three basic courses).

ANM 701. Human Gross Anatomy. ***(10-12-16)***
(Fall and Winter)
This course covers basic knowledge for the gross anatomy of the human body, through regional dissections, lectures, conferences and independent study of osteologic, radiographic and cross-sectional material. Emphasis is on using the knowledge in understanding the normal (and disordered) function of the parts of the body in the living person.

ANM 703. Neuroanatomy. ***(4-2-5)***
(Spring)
A lecture and laboratory course to provide an understanding of the structure, function and dysfunction of the human nervous system. It is taught with PHY 703 to integrate structure and function. These two courses are taught as ITD-550, for medical students, which includes clinical neurology. ANM 703 and PHY 703 must be taken together..

ANM 801. Special Topics in Anatomy ***(credit to be arranged)***
Critical discussion and analysis of current research areas selected by faculty members who are expert in the area.

ANM 807. Embryology. ***(3-0-3)***
(Fall and Winter)
A study of the fundamentals of human developmental anatomy. Subject matter includes germ cell development, fertilization, implantation, placentation and morphogenesis of the various organ systems.

ANM 813. Histology. ***(3-6-6)***
(Fall)
A study of cells, tissues and organs of man as related to their function.

ANM 814. High Resolution Microscopy. ***(1-8-5)***
(Winter)
A course in the basic techniques of electron microscopy. Emphasis is on the preparation of tissues for electron miscroscopy, operation of the scanning and electron microscopes and preparation and interpretation of electron micrographs. Instruction includes the introduction to appropriate photographic techniques and equipment.

ANM 816. Histochemistry. ***(1-6-4)***
(Spring)
Prerequisite: ANM 813.
A lecture and laboratory course intended to provide advanced graduate students greater comprehension of the quantity, distribution and function of the major chemical constituents of cells and tissues. Substances studied include proteins, fats, carbohydrates, nucleic acids and enzymes. The laboratory teaches the more useful and effective methods of localization and quantitation.

ANM 817. Special Topics in Gross Anatomy. (1-4-3) (Spring)
Prerequisites: ANM 701, 702
This course involves special dissections in gross human anatomy.

ANM 819. Special Topics in Neuroanatomy. (2-2-3) (Spring)
Prerequisite: ANM 703
A review of basics including complete brain dissection and slide study. The major time used to explore in depth some recent research relating to various areas and systems. Discussions led by faculty, students and outside speakers with all course participants expected to contribute to each subject.

ANM 820. Special Topics in Cell Biology. (3-0-3) (Winter and Spring)
Prerequisites: Histology and Biochemistry or equivalents
Emphasizes various aspects of cell structure and function. Topics reflect the interests and needs of the faculty and students participating in the course, including both cellular and molecular levels.

ANM 826. Cell Biology. (5-0-5) (Winter and Spring)
Prerequisites: Histology and biochemistry or qequivalents
Deals with various aspects of cell structure and function at both cellular and molecular levels. Winter-quarter topics include the plasma membrane, signal transduction, intracellular compartmentation and sorting, the cytoskeleton and extracellular matrix. During spring quarter, subjects include multilevel organization of the nucleus, transcriptional control, gene amplification and RNA synthesis, processing and translation. Additional topics may be included which reflect the special interests or needs of the faculty and students.

ANM 828. Topics in Developmental Cell Biology. (5-0-5) (Spring)
Focuses on mechanistic and experimental approaches applicable to the analysis of development, particularly on the cellular level. Emphasis on the molecular biology of development and various model systems for ontogenetic studies will be investigated. Topics covered may include genomic organization and its relationship to development, nuclearcytoplasmic interactions, control of gene expression, maternal and paternal contributions to early development, manipulatable systems such as allophenic mice and Drosophila and control of cell movement and proliferation. A large proportion of the reading is from primary sources.

ANM 850. Developmental Neurobiology. (3-0-3) (Spring)
A lecture/paper presentation course dealing with the mechanisms of embryonic induction and determination, neuronal differentiation, migration and trophic factors and specificity of connection formation.

ANM 901. Seminar in Anatomy. (1-0-1)
Graduate student colloquium

ANM 902,903. Seminar in Anatomy. (1-0-1)
ANM 921. Investigation of a Problem. (Credit to be arranged)
ANM 930. Research. (Credit to be arranged)
(For dissertation or thesis)

Immunology and Microbiology (Ph.D., M.S.)

Interim Chair: G. Brownell; *Professors:* G. Best, G. Brownell, F. Garver, L. Hodge, N. Sarkar; *Associate Professors:* N. Nair, A. Reese, G. Schuster; *Professor Emeritus:* R. Bard, C. Roesel.

Recommended preparation: Adequate background in biology and chemistry, usually an undergraduate major in biology and a minor in chemistry, or a major in chemistry with a minor in biology.

IMMB 771. General Immunology. (2-0-2) (Winter)
Through lectures and laboratory exercises, this course presents the principles of immunilogy. The topics covered include the nature of immune responses, immunodiagnosis, immunity to infection and cancer, and immunological disorders.

IMMB 811. Microbiology Core. (10-0-10) (Winter and Spring)
Prerequisite: BMB 745
This course covers the principles of microbiology, which include immunology, and bacterial physiology, bacterial genetics, microbial pathogens and virology and medically important viruses, fungi and parasites. The laboratory exercises in this course demonstrate immunodiagnostic procedures and some fundamental properties of bacterial pathogens.

IMMB 813. Physical Methods. (3-0-3)
A laboratory course to familarize students with the use and appreciation of major scientific instruments, isotopes and biohazard training.

IMMB 814. Immunology. (3-0-3)
Prerequisite: IMMB 771
Advanced topics in immunoregulation, serology, immunogenetics and immunopathology.

IMMB 815. Virology. (3-0-3)
Lectures on selected topics in animal virology and appropriate student presentations from current literature. Topics include molecular aspects of viral replication, genetic and pathogenesis and control of viral infections.

IMMB 816. Microbial Physiology. (3-0-3)
Student presentations of selected current topics with emphasis on the biochemistry and pathological effects of pathogenic products.

IMMB 818. Bacterial Genetics. (3-0-3)
Selected topics of heredity in certain well-characterized bacterial systems. Lectures and student presentation from current literature.

IMMB 820. Workshop in Immunology and Microbiology. ***(1-0-1)***
An in-depth review of research in selected areas of immunology and microbiology. Students are required to present literature reviews on assigned topics.

IMMB 901. Seminar in Immunology and Microbiology. ***(1-0-1)***
(Fall)
IMMB 902. Seminar in Immunology and Microbiology. ***(1-0-1)***
(Winter)
IMMB 903. Seminar in Immunology and Microbiology. ***(1-0-1)***
(Spring)
IMMB 921. Investigation of a problem. ***(Credit to be arranged)***
Practical laboratory experiences

IMMB 930. Research. ***(Credit to be arranged)***
For students with approved research proposals.

Pharmacology and Toxicology (Ph.D., M.S.)

Chair: W. Caldwell; *Professors:* J. Buccafusco, W. Caldwell, A. Carr, G. Carrier, J. Catravas, A. Ciarlone, L. Gangarosa, B. Goldstein, L. Greenbaum, A. Karow, M. Kling, J. Pruett; *Associate Professors:* B. Fry; *Assistant Professors:* S. Barman, L. Daniell, S. Ikeda, D. Lewis, A. Milici.

Recommended preparation: Major training in at least one of the following fields: zoology, anatomy, biology, chemistry, microbiology, physiology, biochemistry, mathematics or engineering. Courses in several of the fields other than the major field are desirable.

PHM 801. Molecular Pharmacology. ***(3-0-3)***
Prerequisites: PHM 810-811 or consent of instructor
Mechanism of achieving biological effect through the chemical interaction of a drug with a biological receptor.

PHM 802. Methods in Pharmacological Research. ***(0-3-1)***
Techniques employed in pharmacological investigations. Techniques may be varied each time this course is presented.

PHM 803. Neuropharmacology. ***(3-0-3)***
Prerequisites: PHM 810-811 or consent of instructor
Selected topics related to the action of chemical agents on the nervous system.

PHM 804. Advanced Pharmacological Sciences. ***(2-0-2)***
Prerequisites: PHM 810-811
Current concepts and trends in pharmacological research. Several major topics will usually be presented. These topics may be varied each time this course is presented.

PHM 808. Autonomic Pharmacology. ***(3-0-3)***
Prerequisites: PHM 810–811 or consent of instructor
A study of neurohumoral transmission, adrenergic and cholinergic agonists and antagonists and mechanisms of action of drugs affecting the autonomic nervous system.

PHM 809. Cardiovascular Pharmacology. ***(3-0-3)***
Prerequisites: PHM 810-811 or consent of instructor
Evaluation of the action of drugs on the heart and blood vessels.

PHM 810. Survey of Pharmacological Sciences I. ***(5-0-5)***
PHM 811. Survey of Pharmacological Sciences II. ***(5-0-5)***
Prerequisites: BMB 745 and PHY 701–702; or consent of instructor
A survey course of the general principles (drug-receptor interaction, biotransformation, excretion, chemotherapy and toxicology) and systematic pharmacology (effects of drugs on central nervous, cardiovascular, gastrointestinal, pulmonary, endocrine and reproductive systems).

PHM 812. Pharmacologically Active Peptides. ***(3-0-3)***
Prerequisites: PHM 810-811 or consent of instructor
Effects of endogenous peptides on cellular and systemic activity.

PHM 813. Cryopharmacology. ***(2-0-2)***
Prerequisite: Consent of instructor
The biophysics of freezing injury and the use of cryoprotective drugs.

PHM 815. Basic Principles of Pharmacology and Toxicology. ***(3-0-3)***
Basic principles of pharmacology and toxicology including dose-response relationships, absorption, distribution, biotransformation and elimination of pharmacological and toxicological agents.

PHM 816. Advanced Toxicology. ***(2-0-2)***
Prerequisite: Biochemistry 745, Physiology 701 & 702, PHM 815, Histology 813, or permission of the instructor
Current concepts and trends in toxicological research. Several major topics will usually be presented. These topics may be varied each time this course is presented.

PHM 901,902,903. Seminar in Pharmacology. ***(1 hour each)***
PHM 921. Investigation of a Problem. ***(Credit to be arranged)***
PHM 930. Research. ***(Credit to be arranged)***
(For dissertation or thesis)

Physiology and Endocrinology (Ph.D., M.S.)

Chair: V. Mahesh; *Professors:* V. Bhalla, E. Bransome, J. Byrd, L. Ellison, E. Feldman, J. Ginsburg, R. Godt, K. Green, C. Hendrich, W. Hofman, F. Leibach, R. Little, V. Mahesh, T. Mills, S. Reichard, D. Pashley, J. Weatherred, G. Whitford; *Associate Professors:* T. Abney, G. Bond, A. Costoff, G. Doetsch, I. Ehrhart, V. Ganapathy, L. Hendry, W. Jackson, R. Kolbeck, T. Nosek, J. O'Conner, T. Ogle, S. Porterfield, P. Reinach, S. Stoney, V. Wiedmeier; *Assistant Professors:* L. Meszaros

Physiology
Recommended preparation: An introductory course in zoology, courses in comparative anatomy and embryology, inorganic and physical chemistry, physics and calculus.

Endocrinology
Recommended preparation: Coursework in inorganic, organic and physical chemistry, qualitative and quantitative analysis, and in biological sciences including such courses as physiology, anatomy, histology, embryology, zoology, etc.

PHY 701. Survey of Physiology I. ***(6-4-8)***
(Winter)
PHY 702. Survey of Physiology II. ***(6-4-8)***
(Spring)
Prerequisites: Inorganic and organic chemistry, physics and one year of biological sciences or equivalent or permission of department chairman.

A two-quarter sequence presenting an intensive treatment of mammalian organ systems: the cell, electrophysiology, peripheral nerve and reflexes, muscle, cardiovascular, respiration, body fluids and kidney, gastrointestinal and endocrine physiology.

PHY 703. Survey of Neurophysiology. ***(4-1-4)***
(Spring)
Prerequisite: PHY 701 and/or permission of course director. Concurrent enrollment in ANM 703 is ordinarily required.

Peripheral and central nervous system physiology including special senses.

PHY 802. Cardiodynamics. ***(3-0-3)***
Prerequisites: PHY 701,702,703 and/or permission of the instructor

Physiology of the heart, including structure, development, action as muscle and dynamics of its pumping action.

PHY 803. Peripheral Circulation. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703, and/or permission of the instructor

A study of the architecture and hemodynamics of peripheral vasculature.

PHY 804. Muscle Physiology. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Excitation contraction coupling, contractile proteins and chemistry of contraction. Theory of contraction of skeletal, heart and smooth muscle.

PHY 805. Blood Flow Regulation. ***(3-0-3)***
Prerequisites: PHY 701, 702 and/or permission of the instructor

A study of the determinants affecting cardiac output and peripheral flow, with consideration of the techniques of measuring the flow.

PHY 806. Respiration. ***(3-0-3)***
Prerequisites: PHY 701, 702 and/or permission of the instructor

A study of the mechanics and the control of respiration including consideration of experimental measurement.

PHY 807. Body Fluid Regulation. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of current concepts of regulation of body fluid volume and composition. Laboratory experiences in measurement of renal function and body fluid volumes provide data to be interpreted in the light of current and classical literature.

PHY 809. Membrane Transport and Permeability. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of the fundamental aspects of membrane permeability including membrane structure, electrostatic charge, permeability, irreversible thermodynamics and chemistry of transport. Various aspects of membrane transport are presented with a discussion of co-transport and carrier system.

PHY 813. Electrophysiology. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Theoretical basis of electrophysiological phenomena; recording apparatus and technique, and the electrophysiology of cell tissues and excitable structures.

PHY 815. Radioisotopes in Biological Research. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

The theory, utility and methodology for the use of radioisotopes in biological research.

PHY 816. Motor Systems. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Survey of neurophysiological mechanisms, which underlie cerebal, cerebellar and basal ganglia control of voluntary movement.

PHY 820. Radiobiology. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
Cellular and physiological effects of ionizing radiation.

PHY 821. Sensory Systems. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703, and/or permission of the instructor
A guided survey of the basic principles of functional organization of the somatic and special sensory systems. Emphasis on processing of sensory information, neuronal plasticity and the role of cerebral cortex in sensory perception.

PHY 822. Biological Substrates of Learning and Motivation. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A survey of the electrophysiological, neuroanatomical and biochemical correlates of learning and motivation. Included is an assessment of techniques used in this area of study.

PHY 824. Physiology of Thyroid and Parathyroid Hormone. ***(3-0-3)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
Control of secretion, synthesis and metabolism of thyroid hormones along with present concepts of general metabolic functions of thyroid hormones. The latter half of the course involves a study of the control of secretion of thyrocalcitonin and parathyroid hormones and how these two hormones interact as regulators of plasma and tissue levels of calcium, magnesium and phosphorus.

PHY 825. Electronics as Applied to Medicine. (2-2-3)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A study of electronic methods currently employed in physiology. After completing lecture and laboratory work on basic concepts in electronic technology the student will elect further experience in two or more of the following options: electronics; electrophysiology; laboratory computers.

PHY 899. Special Topic Seminar Courses in Physiology. ***(Credit to be arranged)***
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
Special topic courses taught as seminars in the areas of cardiovascular, renal, respiratory, muscle, neuro and endocrine physiology.

P&E 901, 902, 903. Seminar in Physiology and Endocrinology. ***(1-0-1)***

PHY 921. Investigation of a Problem. ***(Credit to be arranged)***
The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

PHY 930. Research. ***(Credit to be arranged)***
(For dissertation or thesis)
The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and adviser. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

END 809. Human Cytogenetics—Laboratory Techniques. ***(0-6-3)***
(Winter)
A laboratory study of the methods used in human cytogenetics including leukocyte and solid tissue culture, x and y body preparations, banding procedures, karyotyping, autoradiography and photomicroscopy.

END 813. Mechanism of Steroid Hormone Action. ***(5-0-5)***
(Winter)
A detailed analysis of the intracellular events known to precede manifestation of steroid hormone action. Particular emphasis on receptor interactions and their cytoplasmic and nuclear ramifications. All classes of active steroid hormones are considered, with a view toward correlating differences in action with differences in mechanism.

END 814. Endocrinology of Polypeptide Hormones and Their Control. ***(3-0-3)***
(Fall)
Structure-function relationships of hormones of the hypothalamus, pituitary, thyroid, parathyroid, pineal, pancreas, adrenal medulla and gastrointestinal tract are studied as well as a characterization of paracrine and autocrine factors.

END 815. Biochemistry of Steroid Hormones. ***(4-0-4)***
(Winter)
Studies of the biosynthesis, transport, metabolism and secretion of steroid hormones.

END 816. Polypeptide Hormone Induced Signal Transduction. ***(4-0-4)***
(Winter)
Presents recent advances in the area of polypeptide hormone receptor interactions. Attention is drawn to mechanisms of hormone-induced signal transduction in regulation of cellular functions. Current literature is reviewed.

END 817. Reproductive Physiology. ***(4-0-4)***
(Fall)
A biologically oriented review of spermotogenesis, ovulation, fertilization, implantation and pregnancy. Includes a discussion of the safety and efficiency of current methods of contraception.

END 818. Neuroendocrinology ***(3-0-3)***
(Fall)
A study of neural and neuroendocrine control mechanisms that affect the secretion of pituitary hormones.

END 820. Hormonal Regulation of Cellular Function. ***(5-0-5)***

(Spring)

Prerequisite: BMB 745

The different mechanisms by which protein hormones, growth factors and other peptides regulate cellular function are studied, with an emphasis on the biochemical and molecular levels of biological response. This course is taught from the current scientific literature.

END 826. Analysis of Protein-Ligand Interactions ***(3-0-3)***

Prerequisite: BMB 745

A study of principles and methods for analyzing mass action binding reactions.

END 827. Molecular Endocrinology ***(4-0-4)***

Prerequisites: BMB 745, END 815, END 813.

Molecular modeling, structure/function relationships of steroid hormones, drug design.

END 921. Investigation of a Problem. ***(Credit to be arranged)***

Introduces the concepts of experimental research and data analysis and offers an overview of the various studies conducted in the department.

END 930. Research. ***(Credit to be arranged)***

(For dissertation or thesis)

Provides the opportunity for original, independent research which has the potential of producing new scientific information.

P&E 707. Principles of Biological Regulation. ***(4-0-4)***

(Fall)

Presents concepts of regulatory biology at the cellular level followed by a series of examples which demonstrate these concepts in practical systems. Material assumes a baccalaureate level of knowledge and extends the student beyond that level. Provides a basis for understanding and successful participation in all subsequent courses offered in the Department of Physiology and Endocrinology.

Oral Biology (Ph.D., M.S.)

Chair: T. Dirksen; *Professors:* S. Bustos-Valdes, A. Ciarlone, T. Dirksen, C. Fairhurst, L. Gangarosa, J. Garnick, W. Karp, R. Mackert, D. Pashley, F. Rueggeberg, G. Schuster, M. Sharawy, B. Singh; *Associate Professors:* G. Caughman, J. Erbland, N. O'Dell, D. Steflik; *Adjunct Professor:* K. Plowman; *Assistant Adjunct Professors:* A. Chuang, J. McPherson, D. Sutherland, T. Turgeon.

Special Requirements for Admission: D.M.D., D.D.S. degree or equivalent. A satisfactory physical examination.

Special Requirements for Graduation: includes eight of the 12 hours of core curriculum consisting of OBIO 811, 822, 833, 841, 852, 863 or acceptable equivalents. No course of the 600–700 series or an equivalent course, nor any course that the student used to satisfy any requirement for a professional degree, or an equivalent course, may be used to satisfy this requirement. Thirty quarter hours of the required 45 are to be allocated to seminars (901, 902 and 903), investigation of a problem (921), and research (930) for the thesis.

OBIO 722. General Pathology ***(4-1-5)***

(See PATH 522, School of Dentistry)

OBIO 723. Oral Pathology I. ***(4-0-4)***

(See PATH 523, School of Dentistry)

OBIO 731. Oral Pathology II. ***(3-0-3)***

(See PATH 531, School of Dentistry)

OBIO 732. Systematic Pathology. ***(3-1-4)***

(See PATH 532, School of Dentistry)

OBIO 801. Current Research Topics in Oral Biology. ***(3-0- 3)***

A course sequence of selected topics of current research important to dental research.

OBIO 811. Head and Neck Anatomy. ***(2-0-2)***

An advanced course in applied anatomy of the head and neck region.

OBIO 822. Oral Biochemistry. ***(2-0-2)***

Biochemical topics of outstanding dental interest for graduate and post-graduate students. Topics include: connective tissue proteins, hemostatic mechanisms, tissues and bone metabolism.

OBIO 833. Physiology of the Stomatognathic System. ***(2-0-2)***

A guided survey of the physiology of the stomatognathic system.

OBIO 841. Microbiological and Immunological Aspects of Oral Disease. ***(2-0-2)***

An advanced course on oral microbiology, infection and resistance, and oral diseases of microbial origin.

OBIO 852. Molecular Pathology. ***(2-0-2)***

Advanced concepts of disease at the cellular and subcellular levels. Includes instruction and discussion of the principles and basic mechanisms of cell injury, the inflammatory process; wound-healing and neoplasia. Presented in a lecture format for advanced students at the graduate and postgraduate levels.

OBIO 854, 855. Advanced Oral Pathology I & II. ***(1-0-1 each)***

Prerequisite: Basic course in Pathology

Advanced studies on the causes and mechanisms of oral diseases with emphasis on oral manifestations of systemic disease. OBIO 854 given in the fall quarter of even-numbered years and OBIO 855 in fall quarter of odd-numbered years. Courses may be taken in any sequence.

OBIO 856, 857, 858A, 858B, 859A, 859B. Special Topics in Oral Pathology. ***(1-0-1 each)***

An in-depth study of surgical pathology case material utilizing a clinico-pathological conference format. The content varies substantially from year to year. The course(s) can be taken more than once for credit. Courses 856 and 857 are offered respectively the summer and fall quarters. Courses 858A and 858B are offered the winter quarter. Courses 859A and 859B are offered the spring quarter.

OBIO 863. Dental Pharmacology. ***(2-0-2)***

Advanced pharmacology of interest to clinical and investigative dentistry.

OBIO 901, 902, 903. Graduate Oral Biology Seminars ***(1-0-1)***

These seminars include advanced topics of interest to dentistry and are presented by both graduate students and faculty. An in-depth coverage of the literature is expected for each presentation. Not offered in Spring.

OBIO 921. Investigation of a Problem. ***(Credit to be arranged)***

OBIO 930. Research. ***(Credit to be arranged)***

(For Dissertation or Thesis)

Master of Science in Oral Biology/Doctor of Dental Medicine (Concurrent Degree) Program

This program provides the unusual candidate with the opportunity to obtain both the master of science and the doctor of dental medicine degrees with research work performed in oral biology. The program is only available to accepted dental students.

Degree candidates can spend one full year in graduate studies between the second and third year of dental school upon approval of the respective deans.

Requirements for Admission:

Applicants must be enrolled in the School of Dentistry and in good academic and clinical standing. Two letters of recommendation are required, one from the dean and one from the associate dean for biological sciences.

The requirements for the combined degree programs are essentially those of the individual degree programs.

Requirements for Graduation:

1. *Graduate Study*
   45 quarter hours of graduate study are required which a maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the first, second, or third year of the dental curriculum. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) and/or related to the major field. Fifteen additional quarter hours may be allocated to seminar (901, 902 and 903), problems (921) and research (930). Coursework programs will be arranged on an individual basis.
2. *Residency*
   One full academic year in residence as a graduate student is required. Depending upon when the student embarks upon the graduate course of study, the M.S. in oral biology and D.M.D. degrees may be awarded at different times.
3. *Program of Study and Research Proposal*
   Within the first three months of the student's enrollment as an M.S. in oral biology/D.M.D. candidate, an advisory committee will be established with the student's major professor as chairman. The advisory committee should consist of four individuals in addition to the major professor with at least one representative from another department. The advisory committee will plan the student's course of study. A program of study and a research plan, which will serve as the basis for a thesis, should be recommended by the student's advisory committee, the department chairman and approved by the dean.
4. *Research Tools*
   See Requirements for Graduation, Master of Science Degree Program.
5. *Admission to Candidacy for the Master of Science Degree*
   See Requirements for Graduation, Master of Science Degree Program.
6. *Comprehensive Examination (Department Option)*
   See Requirements for Graduation, Master of Science Degree Program.
7. *Application for Graduation*
   See Requirements for Graduation, Master of Science Degree Program.
8. *Thesis*
   See Requirements for Graduation, Master of Science Degree Program.
9. *Final Oral Examination*
   See Requirements for Graduation, Master of Science Degree Program.
10. *Satisfactory Fulfillment*
    Satisfactory fulfillment of any additional requirements of the student's major department of the institution is required. See Requirements for Graduation, Master of Science Degree Program.

Clinical Nutrition (M.S.)

Director: F. Carl; *Professors:* S. Bustos-Valdes, E. Feldman, B. Goldstein, F. Hommes, W. Karp, F. Leibach, N. Sarkar, G. Schuster, G. Whitford; *Associate Professors:* F. Carl, A. Carter, J. Erbland.

Recommended preparation: Chemistry including organic and quantitative analysis, biology including anatomy and physiology, and mathematics through pre-calculus. Biochemistry and nutrition courses are also helpful.

NTS 731. Selected Topics in Nutrition. ***(0-3-1)***
Individually designed study of a topic of interest to the student with the approval of the program director. Possible examples include the use of computers in nutritional assessment and research, a description of nutrition-related research in progress at the Medical College of Georgia, the use of metabolic research units in nutrition research or a literature review of selected drug/nutrient interactions.

NTS 745. Seminar: Nutritional Perspectives in Biochemistry. ***(1-0-1)***
(Fall)
Prerequisite: Simultaneous enrollment in BMB 745
This course focuses on the portions of the medical biochemistry course (BMB 745) that are particularly relevant to nutrition.

NTS 751. Introduction to Nutrition Laboratory Research. ***(2-3-3)***
Analytical principles and methods of assay for the basic nutrients discussed and practiced in a laboratory setting. Students introduced to basic biochemical laboratory equipment and their uses.

NTS 761. Current Concepts in Nutrition. ***(2-0-2)***
(Winter)
Nutrition-related topics such as national nutrition goals and policies, nutrition and lifestyle, safety of the food supply, drug/nutrient interactions, interrelation of nutrients and function and development of nutrient care plans.

NTS 771. Nutrients. ***(3-0-3)***
(Winter)
Prerequisite: NTS 745
Essential nutrients are examined in terms of biological function, assay methodology, associated deficiency states, requirements and toxicity.

NTS. 811. Survey of Clinical Nutrition. ***(1-3-0)***
(Fall, Winter, Spring, Summer)
Prerequisites: BMB 745, NTS 761, NTS 771, NTS 821
A supervised clinical experience with a multidisciplinary team on the nutrition consult service and in the nutrition-related outpatient clinics. Requirements include presentation of case studies and reports on timely nutrition-related topics.

NTS 821. Nutrition in Disease. ***(3-0-3)***
(Spring)
Prerequisites: BMB 745, NTS 761, NTS 771
The role of nutrients in the etiology and management of diseases is explored. Prevention and treatment of disease using nutrition from both theoretical and applied perspectives are discussed.

NTS 851. Independent Study in Nutrition.
(Credit to be arranged)
Introduces the concepts of experimental design, hypothesis formulation and testing, data collection, analysis and interpretaion and critical review.

NTS 930. Research (For thesis).
(Credit to be arranged)

Health Professions

Dental Hygiene/Dental Major (M.H.E.)

Chair: G. Winkley; *Professor:* J. Williams; *Associate Professor:* G. Winkley.

DH 800. Clinical Dental Hygiene. ***(2-8-6)***
Provides the background knowledge and clinical experience essential for clinical dental hygiene instructors.

DH 802. Applied Project in Dental Hygiene. ***(5-0-5)***
An independent project utilizing audiovisual resources to develop a module of instruction which can serve as a self-instructional unit for undergraduate students in dental hygiene.

DH 803. Dental Hygiene Leadership. ***(5-0-5)***
Prerequisites: Educational Psychology and/or teaching experience in allied health curricula.
A forum-laboratory in which to discuss and to test current concepts in academic program design and management.

DH 809. Advanced Clinical Field Experience. ***(5-0-5)***
Individually designed to provide clinical work experiences at local area hospitals or public health agencies to fit supervisory and/or clincial interests of the student. The work will be directly co-supervised by an appropriate member of the medical or dental faculty; institution or agency personnel; and department staff.

DH 930. Independent Study in Dental Hygiene. ***(5-0-5)***
This course will require the satisfactory completion of an original project in dental hygiene. Results of the study and a critical review of the pertinent literature are incorporated into the student's work.

Medical Illustration (M.S.)

Acting Chair: S. Harrison; *Associate Professor:* D. Mascaro; *Assistant Professor:* M. Dohrmann, S. Harrison, W. Willner; *Instructor:* C. DiLorenzo; *Assistant Adjunct Professors:* C. Boyter, W. Carter, G. Swayne, K. Waldo, W. Winn; *Assistant Clinical Professor:* L. Hinely.

This program of study provides education in the anatomical sciences and training in the creation of artwork and other visual presentations for use in a variety of applications including publications (books, journals, brochures, advertisements), slides, computer graphics, television, demonstrative evidence for the courtroom, prosthetics and three-dimensional models. Emphasis is on developing skills as a visual problem solver, interpreting information in order to make it clear, accurate and understandable for its intended audience.

Special Requirements for Admission

Biology/Zoology

1. Comparative vertebrate anatomy or vertebrate morphology, with lab (must include student dissections of a mammal).
2. Human physiology (general physiology or vertebrate physiology is acceptable).
3. Although not required, one or more of the following are strongly recommended: histology, embryology, cell biology, human anatomy, invertebrate zoology. A B average or better is expected in the above. (Pass/fail grades will require an equivalent letter grade.)

Art

1. Life drawing from the nude model—advanced level (at least a year recommended).
2. Although specific courses are not listed, a student must have a strong studio art background with emphasis on realistic drawing and painting.
3. Superior ability in accurately drawing from direct observation, as demonstrated in a portfolio of designated artwork and evaluated by the program's faculty.
4. Basic photography (both camera and darkroom experience).
5. Course(s) in computer science/graphics recommended.

Personal Interview

In order to avoid unnecessary expense to the applicants, an interview is requested only after a preliminary evaluation has determined that the student meets all of the above requirements or can meet them prior to the beginning of the fall quarter.

Special Application Procedure

Preliminary Evaluation—A preliminary slide portfolio of specified artwork and a report of academic qualifications must be submitted as the first step in the application procedure.

Information on the required portfolio and the Applicant Preliminary Evaluation Form can be obtained from the Medical Illustration Graduate Program, Medical College of Georgia, Augusta, GA 30912-0300.

Special Needs—Students should be aware that they will be encouraged to spend one quarter as a salaried intern in an established medical illustration department somewhere in the United States. Expenses related to the internship cannot be estimated since they will vary greatly depending upon the amount of travel involved and individual living arrangements.

Second-year students are encouraged to attend the annual five-day professional meeting for which they will bear the expense of travel, room and board and registration fee.

Special Requirements for Graduation

A designated six-quarter program of study must be completed by all medical illustration students.

MIL 650. Medical Illustration Techniques I.a
(Credit to be arranged)
MIL 651. Medical Illustration Techniques I.b
(Credit to be arranged)
MIL 652. Medical Illustration Techniques I.c
(Credit to be arranged)

An introduction to techniques and media of the medical illustrator including line, continuous tone and color using traditional materials, airbrush and the computer; the visual presentation of information and the preparation of art for commercial printing.

MIL 658. Tri-Dimensional Techniques (Elective). ***(2-8-6)***

An introduction to the techniques and media used in creating and producing three-dimensional bioscientific materials including facial prosthetics.

MIL 666. Medical Photography for Medical Illustrators. ***(2-6-5)***

An introduction to the photographic processes and studio experience in the techniques of medical photography, including copywork, patient photography and surgical photography.

MIL 678. Surgical Techniques. ***(1-2-2)***

An orientation to surgery in which the student performs several procedures on laboratory animals utilizing standard equipment, materials and techniques.

MIL 750. Surgical Observation and Sketching.
(Credit to be arranged)
MIL 751. Surgical Observation and Sketching.
(Credit to be arranged)

The observation and sketching of surgical procedures in the operating rooms and autopsy and cadaver dissections in the laboratories of the medical center. The sketches are used as reference material for illustrations accomplished in MIL 760, 761, and 921.

MIL 760. Medical Illustration Techniques IIA.
(Credit to be arranged)
MIL 761. Medical Illustration Techniques IIB.
(Credit to be arranged)

A studio experience in which the student utilizes a variety of art media and techniques in preparing medical illustrations that meet stated objectives. Also more experience in computer graphics including an introduction to 3D modeling and animation. Emphasis is on application of techniques to practical assignments and on problem-solving.

MIL 764. Survey of Learning Resources. ***(1-0-1)***

An overview of current instruction technology with emphasis on audiovisual resources. Includes experience in planning the presentation of visual material.

MIL 802. Administration and Business Practices. ***(3-2-4)***

An introduction to basic management procedures of institutional units and business practices for the freelance illustrator, with special emphasis on organizing and staffing a medical illustration department.

MIL 921. Investigation of a Problem. ***(Credit to be arranged)***

Independent study demonstrating competency in creating and producing bioscientific images for visual communication media.

MIL 928. Master's Project. ***(To be arranged)***

A visual presentation of a bioscientific subject prepared in partial fulfillment of the requirements for the degree of Master of Science in Medical Illustration.

Courses offered by other departments

The curriculum includes the following courses offered by the Department of Cellular Biology and Anatomy, School of Medicine. A grade of C or better must be made in each of these to remain in the program.

ANM 701. Human Anatomy. ***(5-6-8)***
ANM 702. Human Anatomy. ***(5-6-8)***
ANM 703. Neuroanatomy. ***(3-6-6)***
ANM 807. Embryology. ***(3-0-3)***
ANM 813. Histology. ***(3-6-6)***

The curriculum also includes the course listed below which is offered through the Departments of Oral Pathology and Oral Biology, School of Dentistry.

OBIO 722. General Pathology. ***(3-2-4)***

Health Information Management (M.H.E.)

Chair: C. Johnston; *Associate Professors:* C. Johnston, K. Gordon; *Assistant Professor:* C. Campbell.

HIM 702. Program/ Department Development. ***(1-2-5)***

An up-to-date analysis of theories regarding planning hierarchies; the organizing, directing and controlling functions of departmental development and management.

HIM 705. Advanced Theory/Change in HIM. ***(3-1-5)***

An up-to-date analysis of the various theoretical perspectives, directions, sources, processes, patterns and consequences of change in health information management.

HIM 710. Quality Management in Healthcare. ***(3-1-5)***

An examination of quality in the healthcare setting; its processes and related components, such as utilization review and risk management; its cultural supports; and related data management requirements.

HIM 920. Thesis. ***(credit to be arranged)***

Applications of the formal research process in conducting a study in health information management.

HIM 921. Applied Problem in HIM. ***(credit to be arranged)***

Investigation of a topic of particular interest to the student's area of study. The topic and plan must be approved by the student's advisory committee.

Medical Technology (M.H.E.)

Chair: J. Crowley; *Program Director:* A. Hamid Shaikh; *Professor:* J. Crowley; *Associate Professors:* A. Hamid Shaikh; *Assistant Professor:* S. Kutt.

MTC 801. Laboratory Administration. ***(1-2-2)***

An application oriented course of study in the concepts, procedures and techniques of management.

MTC 810. Clinical Chemistry. ***(3-6-6)***

Advanced theory and principles of biochemical analysis and its application in diagnosing, treating, monitoring and preventing a disease. The course includes lectures, hospital clinical chemistry laboratory experience and completion of a research project.

MTC 820. Clinical Hematology. ***(3-6-6)***

Prerequisite: Previous study in hematology and permission of the instructor

Advanced concept in the practical application of hematology and coagulation. A research paper is required with oral presentation. The student participates in course design and presentation.

MTC 830. Clinical Immunology. ***(4-4-6)***

The essential concepts of the human immune system. Includes the structure and function of the organs and cells that comprise the immune system; humoral and cellular response; inflammatory response; host resistance to viral, fungal, bacterial, tubercule and neoplastic disease; immune disorders; transplantation and tumor immunology; clinical immunological lab tests. Lab exercises are individually designed projects in immunology. A library research paper and oral presentation of the paper are required.

MTC 840. Clinical Immunohematology. ***(3-6-6)***

Principles and techniques of applied immunology related to problems of an immunohematology service (blood bank). Includes didactic and laboratory studies, and individual directed projects.

MTC 850. Clinical Microbiology. ***(3-6-6)***

Prerequisites: Microbiology course and permission of instructor

Advanced course in clinical microbiology. Latest developments in technical and managerial aspects of the microbiology laboratory. Students write reports and develop educational presentations.

MTC 921. Investigation of a Problem. ***(To be arranged)***

Occupational Therapy (M.H.E.)

Professors: V. Allen, N. Prendergast; *Associate Professors:* C. Lee, N. Moulin.

OTH 706. Special Studies in Health Care. (3 to 5)
Individual investigation into current and proposed occupational therapy approaches to comprehensive health care. Studies of current and potential roles for the occupational therapist. Includes practical experiences in the broader health-care community.

OTH 708. Special Studies in Advance Treatment Approaches. (3 to 5)
Individual investigation into new and/or specialized treatment for individuals with physical or psychosocial dysfunction. Includes practical experiences in utilizing these treatment approaches. Credits awarded determined on the basis of extent and type of study proposed.

OTH 710. Philosophy/Foundations of Occupational Therapy. (5-0-5)
An articulation of the philosophy of occupational therapy through study of historical developments and critical review of professional literature. Students actively involved in examination, analysis and documentation of the relationship of the activity process to philosophical, ethical and theoretical propositions.

OTH 711. Theoretical Bases and Application I. (5-0-5)
Prerequisites: Philosophy/Foundations or permission of the instructor
Investigation of the approaches in OT that have theoretical bases in learning, personality, role and development theories. Application of these approaches to the use of activities in human occupation explored in relation to those problems with behavioral manifestations.

OTH 712. Theoretical Bases and Application II. (5-0-5)
Prerequisites: Philosophy/Foundation or permission of the instructor
Investigation of the theoretical bases to sensorimotor, biomechanical and skill acquisition (rehabilitative) approaches in occupation therapy. Application of these approaches explored in relation to the structuring of activities in human occupation.

OTH 713. Program Development. (5-0-5)
Application of standards and principles of program development and evaluation to construction and evaluation of selected components of clinical programs, clinical education programs and academic educational programs and discussion of decision-making implications of legal and ethical issues.

OTH 920. Applied Project in Occupational Therapy. (Credit to be arranged)
Independent development of a project in occupational therapy practice or education through the application of the problem-solving process.

OTH 921. Investigation of A Problem. (Credit to be arranged)
Investigation of a topic of particular interest to the individual student's area of study. The topic, activities to be undertaken, and evaluation methods determined collaboratively by the student, major adviser and tutorial faculty member.

OTH 930. Thesis in Occupational Therapy. (Credit to be arranged)
Applications of the formal research process in conducting a stu-dy in the area of occupational therapy theory, practice of education.

Physical Therapy (M.H.E.)

Chair: J. Perry; *Professors:* B. May, J. Perry; *Associate Professors:* J. Dennis, M. McKeough; *Assistant Professors:* D. Rohe, K. Wessling.

PTH 820. Advanced Analysis of Musculoskeletal Function. (2-6-5)
The study of the major concepts, skills and techniques involved in the analysis of musculoskeletal performance. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 821. Advanced Analysis of Temporomandibular Joint Function. (2-2-3 or 2-6-5)
The study of the major concepts, skills and techniques involved in analyzing temporomandibular joint function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 822. Advanced Analysis of Cervical Spine Function. (2-2-3 or 2-6-5)
The study of the major concepts, skills and techniques involved in analyzing cervical spine function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 823. Advanced Analysis of Spinal Function. (2-2-3 or 2-6-5)
The study of the major concepts, skills and techniques involved in analyzing spinal function. In-depth study of selected anatomical structures and related biomedical and kinesiological concepts.

PTH 824. Advanced Analysis of Lumbar Spine and Sacro-iliac Function. (2-2-3 or 2-6-5)
The study of the major concepts, skills and techniques involved in analyzing lumbar spine and sacro-iliac function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 825. Advanced Analysis of Shoulder Function. (2-2-3 or 2-6-5)
The study of the major concepts, skills and techniques involved in analyzing shoulder function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 826. Advanced Analysis of Ellbow Function. ***(2-2-3 or 2-6-5)***

The study of the major concepts, skills and techniques involved in analyzing elbow function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 827. Advanced Analysis of Wrist and Hand Function. ***(2-2-3 or 2-6-5)***

The study of the major concepts, skills and techniques involved in analyzing wrist and hand function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 828. Advanced Analysis of Hip Function. ***(2-2-3 or 2-6-5)***

The study of the major concepts, skills and techniques involved in analyzing hip function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 829. Advanced Analysis of Knee Function. ***(2-2-3 or 2-6-5)***

The study of the major concepts, skills and techniques involved in analyzing knee function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 830. Clinical Research Techniques. ***(2-2-3)***

Prerequisite: EDU 702 or equivalent

A practical approach to research techniques required to perform clinical research including: formulation, application and analysis of specific research designs; computerized statistical analysis of data from specific research designs; analysis of descriptive characteristics of populations, samples and sampling distributions; basic probability appropriate for clinical predictions; and laboratory projects emphasizing sample analysis, study designs and computerized data analysis.

PTH 831. Advanced Analysis of Foot and Ankle Function. ***(2-2-3 or 2-6-5)***

The study of the major concepts, skills and techniques involved in analyzing foot and ankle function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

PTH 840. Designing Clinical Education Experiences. ***(5-0-5)***

Prerequisites/Corequisites: EDU 700, 701

Exposure to all aspects of clinical education, including but not limited to: theoretical consideration, practical considerations, plan and design of effective experiences, implementation and evaluation of clinical learning experiences.

PTH 841. Curriculum Design in Physical Therapy. ***(5-0-5)***

Prerequisite: EDU 700

A review of curriculum designs in physical therapy education with special emphasis on competency-based education. Relation of theories of curriculum design to physical therapy and physical therapist assistant education.

PTH 910. Independent Study. ***(2 to 6 hours)***

Individually designed work in some area of physical therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

PTH 911, 912. Advanced Therapeutic Processes, I, II. ***(5)***

Each student selects an area of specialization in physical therapy practice from the following: musculosketetal; neurophysiological; general. The student gains advanced knowledge of theories of practice related to the specialty area. Learning experiences individually designed for the study of new or specialized assessment and treatment procedures.

PTH 921. Investigation of a Problem. ***(4 to 6 hours)***

Prerequisites/Corequisites: PTH 800, 801

Investigation of a special problem related to physical therapy clinical practice, management, education or professional practice.

PTH 931. Special Studies in Patient Management. ***(2 to 6 hours)***

Prerequisites/Corequisites: PTH 800, 801

Individual investigation into new or specialized patient management processes related to any area of specialization. The student will investigate special areas of patient management other than the areas specified in the specialty area.

Graduate Nursing (Ph.D., M.S.N.)

Associate Dean, Nursing Graduate Programs and Research: Virginia H. Kemp; *Professors:* J. Boyle (Community), L. Burrell (Adult), G. Clayton (Adult), B. Fuszard (Nursing Administration), V. Lambert (Adult); *Associate Professors:* G. Bennett (Mental Health-Psych), L. Ellis (Mental Health-Psych), S. George (Community), V. Kemp (Parent-Child), M. Killeen (Mental Health-Psych), L. Lierman (Mental Health-Psych), P. Lillis (Adult), A. Lowenstein (Nursing Administration), K. Nugent (Parent-Child), S. Thomas (Community); *Assistant Professors:* JBowsher (Adult), M. Bramlett (Adult), L. Cohen (Nursing Administration), E. Pond (Parent-Child), C. Tiller (Parent-Child).

Immunizations

In addition to theimmunization policy listed in the general-information section of this catalog, students must have HBV immunizations completed prior to entrance of School of Nursing program; students not completing HBV series must sign a disclaimer.

Ph.D. Program in Nursing

Special Admission Requirements

1. Completion of a course in introductory statistics.
2. Graduate Record Examination score of 1000 or above (verbal and quantitative scores combined) within the last five years.

3. A baccalaureate degree in nursing from an NLN accredited program with a graduation GPA of 3.2 or above on a 4.0 scale.
4. Evidence of Georgia licensure prior to enrollment.
5. Submission of goals or statement of interest in doctoral study.
6. Curriculum vitae.
7. Interview with faculty.
8. Letters of recommendation from at least three individuals who are familiar with the applicant's intellectual ability, academic potential, and professional achievement.
9. Minimum of two years experience in the practice of nursing.

A minimum of 120 post-baccalaureate hours or 90 post-masters hours are required for program completion.

A. Areas of Concentration (15 quarter hours)

The two areas of concentration include Health Care Across the Life Span and Nursing Administration. (Jointly with Georgia State University).

Health Care Across the Life Span

The Health Care Across the Life Span area of concentration focuses on research and theory development related to the diagnosis and treatment of human responses to actual or potential health problems. Emphasis on the study of individuals' responses to health problems as influenced by developmental processes. A graduate will be prepared to provide leadership in his/her area of expertise.

Nursing Administration

The nursing administration area of concentration prepares nurses to focus on research and theory development applicable to complex organizations at the executive level. The internal and external environmental factors influencing nursing administration are an integral part of this curriculum.

B. Core Courses. (22 quarter hours)

This component addresses the process of logical thought and the theoretical basis for nursing practice. The scientific process utilized toward the analysis and development of nursing theory. The leadership role of the doctorally prepared nurse is developed through emphasis on the sociopolitical forces and ethical-legal issues affecting the health delivery system.

C. Research and Statistics. (25 quarter hours)

This component addresses the processes of inquiry and validation, psychometric theory, and the techniques of measurement, design, advanced data analysis and evaluation essential to the conduct of nursing research. The student will have the opportunity to work closely with faculty members engaged in ongoing research projects. A student will also conduct research specific to his/her own interest and share information generated in research seminars.

D. Supporting Courses. (18 quarter hours)

This component allows each student to pursue an individualized plan of study supportive to his research interests and a concentration in nursing. The student can select courses and learning experiences from nursing and related disciplines which will contribute to the development of nursing knowledge. Numerous nursing and non-nursing courses are included in this component.

E. Dissertation. (15 quarter hours)

Each student must complete an original investigation which provides evidence of independent thinking, scholarly ability and critical judgment, and indicates knowledge of research methods and techniques.

Nursing (Ph.D.) Courses

NSG 800. Philosophical Foundations of Nursing Science. (5-0-5)

Assists students in analyzing major philosophies of science as foundations for nursing theory and research. Various philosophical positions regarding the nature of scientific progress will be examined for their relevance to the development of nursing science.

NSG 808. Rogerian Conceptual System. (5-0-5)

Builds on the general principles of theory development included in Nursing Science I. Provides the student with a fuller understanding of the principles and concepts unique to the Rogerian theoretical framework. The student examines the scientific philosophy undergirding the system, the three major principles, and definitions of terms central to the system. Testable hypotheses are formulated and studies conducted to test the system are critiqued.

NSG 809. Stress Coping and Adaptation Theory. (5-0-5)

An in-depth and critical examination of selected stress and adaptation theories. The selected theories critiqued on the basis of their relevance for guiding nursing practice and nursing research.

NSG 810. Nursing Science I: Analysis of Theoretical Perspectives. (5-0-5)

The first of three courses in theory designed to serve as the basis for doctoral study. Examines the process of logical thought as a first step in building hypotheses for nursing. Selected issues and approaches to theory building are critiqued, and inductive and deductive methods of inquiry are considered.

NSG 811. Nursing Science II: Theory Analysis and Development. (3-0-3)

Designed to advance a student's critical thinking and theory development skills. The student develops the knowledge requi-

site to the analysis and testing of nursing theory. Focus is on vigorous and precise analysis of concepts as preparation for construction of a self-developed theory.

NSG 812. Nursing Science III: Theory Testing and Refinement. ***(3-2-4)***

Provides the necessary skills to develop and test a self-constructed theory. The student brings knowledge about theory development and construction to the course as well as the beginning foundation of a conceptual model. Focus is on the development of strategies for empirically testing propositions.

NSG 820. Qualitative Design. ***(3-4-5)***

A critical examination of the epistemologic bases and the advantages and disadvantages of qualitative research processes. Major issues of human inquiry discussed and explored in relation to selected qualitative research methods. Published nursing and health research articles critiqued. Includes a field work assignment for application of theoretical learning by utilizing qualitative methodology.

NSG 821A. Advanced Nursing Research ***(4-0-4)***

Prerequisites: Inferential Statistics

A detailed analysis of a variety of research designs used in nursing science. The advantages, disadvantages and sources of error for each design discussed. Emphasis on the relationship of the level of theory development and design associated with the selected research questions.

N 821B. Quantitative Research Methods ***(4-0-4)***

Prerequisites: N 821A; Multivariate Statistics

A detailed analysis of quantitative research methods used in nursing science. Advantages, disadvantages and appropriate application of statistical analyses discussed. Emphasis on the relation of the research question to design, analysis and interpretation.

NSG 830. Practicum in Nursing Research ***(Variable Credit up to 8 hours)***

In-depth examination of an investigative topic of particular interest to the student's area of study. The questions for study and the method undertaken will be determined collaboratively by the student and the research mentor.

NSG 841. Human Development Across the Life-Span. ***(5-0-5)***

Interactional perspective on development of the individual throughout the life-span. Focus is on a critical review of the available research on biologic, environmental and social processes as they influence individual development. Emphasis is on current utilization of innovative research methodologies to study the complexities of individual development in the context of the environment.

NSG 842. Psychosocial Aspects of Chronic Illness Through the Life Span. ***(5-0-5)***

An in-depth examination of the psychological, somatic, sexual, occupational and social aspects of chronic illnesses. Emphasis is on the examination of research relevant to the psychosocial aspects of the chronic illnesses studied.

NSG 844. Psychosocial Aspects of Acute Illness Through the Life Span. ***(5-0-5)***

An in-depth examination of the psychological, somatic, sexual, occupational and social aspects of acute illnesses which affect individuals and their significant others. Emphasis on the examination of research relevant to the psychological aspects of the acute illness studied.

NSG 846. Crosscultural Health Beliefs and Practices.

Explores and examines health care beliefs and practices cross-culturally. Considers the ontological status of beliefs about health and illness, the influence of culture on the nature and distribution of disease, client-practitioner relationships in cultural context, and therapeutic value of alternative healing processes.

NSG 848. Dynamics of Health Care Through the Life Span. ***(5-0-5)***

A synthesis of physiological, social, psychological and cultural theories related to the health and well-being of individuals and their significant others as they move across the life span. Concepts related to economics, environmental aspects, social networks, health beliefs, health practices and health care delivery explored as they relate to human health status and health potential.

NSG 850. Economics and Finance in Health Care. ***(5-0-5)***

Enables the student to analyze and interpret the impact of selected economic theories and financial decision-making on the delivery of health care and the practice of nursing.

NSG 852. Theories of Administration in Organizations. ***(5-0-5)***

The relationship of the individual with organizations. Includes roles, norms, and values, motivation, leadership styles, decision-making process, management behavior, interpersonal conflict management, communication and intraorganization culture. Emphasis is on analysis of current research and identification of future research.

NSG 860. Sociopolitical Forces Affecting Nursing. ***(5-0-5)***

Enables the student to analyze, interpret, influence and implement the sociopolitical process affecting nursing and health care. Historical, cultural/social, economic and legal influences on nursing are introduced as forces exerting pressure on health policy formulation and implementation.

NSG 861. Health Care Delivery Systems Regulation and Control. ***(5-0-5)***

Critical examination of the U.S. health care system and comparison of it to health care systems of selected other countries. The U.S. health care system studied at the micro and macro level along with regulation and control forces that change and maintain that system. Special focus is on environmentally and lifestyle induced illness, prevention and wellness, and elements of the health care system designed to address them.

NSG 863. Complex Organizations and Health Care. (5-0-5)

Students learn to synthesize the human, technological and structural factors involved in complex organizations. A psychosociological analysis of the interplay of behavior, technology and organizational theory sought through analysis of the existing rationalistic and behaviorist theories which are widely accepted.

NSG 869. Women's Issues: Health and Work Roles. (5-0-5)

Women's issues of health and job. Women's health addresses the uniqueness of women physically and emotionally, and the impact of societal structure on meeting their health needs. Job issues address stressors and power strategies in the work place.

NSG 880. Ethical Issues in Health Care. (5-0-5)

Addresses the actual and prospective problems of advances in biomedical technologies as to legal, ethical and technical issues. The influences of specific ethical theories in decision-making regarding these problems explored.

NSG 883. Theories of Family Development. (5-0-5)

Theoretical perspectives on the development of the family across the life span. The adaptation of the family to situational and developmental transitions examined. Emphasis is on the role of nursing science in addressing family models and family oriented research.

NSG 901, 902, 903. Seminar in Nursing. (1 hour each)
NSG 910. Independent Study. (Variable Credit)

Enables the student to pursue in depth (e.g. via the literature) a topic relevant to his or her major area of concentration and interest. A paper or project is completed in a scholarly format.

M.S.N. Program Special Admission Requirements

1. A bachelor of science in nursing degree with an upper division major in nursing. Minimum of one year of experience as registered nurse. Applicants for parent child nursing must have a minimum of 1 year of experience in PCN.
2. Evidence of Georgia licensure prior to enrollment.
3. Three letters of recommendation from employers, educators, or professional colleagues closely associated with the applicant's nursing experience and attesting to professional competence.
4. A personal interview with the chairman or designated faculty member(s) in the department of the selected major.
5. Evidence of satisfactory completion of a course in statistics (graduate or undergraduate credit).
6. Evidence of satisfactory completion of a course in health assessment (graduate or undergraduate credit or equivalent).

Core Courses Required for all M.S.N. Students

NSG 780. Nursing Theory. (3-0-3)

The basis of theory construction and the role that theory plays in providing the scientific basis for the practice of nursing. A critique of prototype theories and nursing theories with particular emphasis on their adequacy for application to nursing practice.

NSG 781. Professional Issues. (2-0-2)

Several theories underlying the construction and definition of roles in society are examined. Professional roles and their interrelationship within a systems perspective are considered. Symbolic interaction, role strategies and change theories are analyzed for their usefulness in classifying a role.

NSG 782. Role Theory. (2-0-2)

Several theories underlying the construction and definition of roles in society are examined. Professional roles and their interrelationship within a systems perspective are considered. Symbolic interaction, role strategies and change theories are analyzed for their usefulness in classifying a role.

NSG 784. Methods of Nursing Research. (3-0-3)

Prerequisites: NSG 780 and Basic Statistics

The systematic examination of the research process and methodologies appropriate to nursing. Emphasis on the interrelationship among the components of the research process: statement of the problem, conceptual framework, methodology and data analysis.

NSG 785. Advanced Methods in Nursing Research. (3-0-3)

Prerequisites: NSG 780 and NSG 784

Builds on the knowledge acquired in NSG 784, Methods of Nursing Research. Emphasis on: the relationship between the problem statements and the appropriate statistical models, the use of the computer for data analysis, and instrument construction.

NSG 910. Independent Study. (Variable Credit)

Enables the student to pursue in depth (e.g. via the literature) a topic relevant to his or her major area of concentration and interest. A paper or project is completed in a scholarly format.

NSG 921. Investigative Project. (Variable credit up to 5 hours)

Prerequisite: Admission to Candidacy

This original investigative project is a systematic inquiry and examination of an issue related to the practice of nursing. With permission of the advisory committee, the final product may be reported in a non-traditional format if it is determined that such a format will make the report of findings more valuable.

NSG 922. Supervised Research.
(Variable credit up to 7 hours)
Prerequisite: Admission to candidacy
Provides students with an opportunity to participate in the research process with guidance. Emphasis is on participation as a member of an on-going research team. A paper must be submitted in publishable form to a referred journal as a requirement for each student.

NSG 930 Research—Thesis.
(Variable credit up to 7 hours)
Prerequisite: Admission to candidacy
The entire research process is utilized to investigate a research question including a theoretical or conceptual framework and data collection. A standard written format for reporting of findings followed.

Adult Nursing (M.S.N.)

NSG 706. Conceptual Basis for Advanced Adult Nursing.
(2-0-2)
Analysis and critique of adaptation and developmental theory and concepts from biological and behavorial sciences for their usefulness in explaining phenomena relevant to adult health as a base for providing advanced nursing services for selected adult populations.

NSG 707. Alterations in Physiologic Functions.
(3-0-3)
Advanced concepts related to alterations in physiologic functions of the body and their implications for nursing are examined. The matter in which exegenous and endogenous stressors challenge the individual's adaptive responses is emphasized.

NSG 708. Advanced Assessment and Management of Health Problems of Adults. (3-4-5)
Prerequisites: NSG 780, NSG 706, or permission of instructor
Advanced health assessment and management of young, middle, and older adults experiencing acute and/or chronic health problems are emphasized. Focus is on use of data base to formulate nursing diagnoses, manage stressors and enhance modes of adaptation which contribute to health.

NSG 709. Adult Health Promotion and Risk Management. (2-2-3)
Prerequisites: NSG 706, 780 or permission of instructor; NSG 710 may be taken concurrently
Strategies for the promotion of healthful life styles and the prevention or early detection of illness are presented. Means for prevention of chronic disease and improvement of health status including risk appraisal, health education and counseling, and anticipatory guidance are explored. The impact of environment, socio-political dilemmas and economic issues on health promotion and disease prevention are analyzed.

NSG 710. Advanced Practice and Research in Adult Health. (2-0-2)
Prerequisites: NSG 706, NSG 707, NSG 708, NSG 784, NSG 785 and NSG 801. NSG 709 may be taken concurrently.
Phenomena relevant to nursing for selected adult populations are investigated. Emphasis on identifying researchable problems in providing health care services to adults. Contemporary practice imperatives are evaluated.

NSG 715. Clinical Specialist Practicum in Adult Nursing. (2-12-8)
Prerequisite: NSG 783
Enables the student to implement a multi-dimensional CNS practice role designed in Foundations for CNS Practice. Emphasis is placed on role negotiation, implementation and evaluation in a selected health-care setting.

NSG 783. Foundations for Clinical Nurse Specialist Practice. (2-0-2)
Helps the student analyze the role of the clinical nurse specialist and to design a clinical nurse specialist practice role with a selected health care setting.

NSG 801. Special Topics in Adult Nursing. (3-4-5)
Prerequisites: NSG 780, NSG 706
Nursing care in a selected subspecialty of the health care of adult clients is analyzed. Students gain experience in a variety of settings with clients experiencing actual or potential threats to health.

NSG 802. Conceptual Basis for Aging. (5-0-5)
Examines several theories, concepts and issues underlying the definition of aging. Demographic and epidemiological factors and other pertinent factors relevant to health care of the aged are assessed.

NSG 803. Pathophysiology of Aging. (5-0-5)
A systems approach is used to discuss (1) normal anatomy and physiology, (2) alterations in anatomy and physiology associated with aging and (3) specific diseases common to the elderly.

NSG 804. Quality of Life Assessment of the Older Adult. (3-4-5)
An opportunity to refine health assessment ability and build on this ability to teach the graduate student on a broader interdisciplinary process of quality of life assessment of the older adult.

NSG 805. Nursing Management for Health Promotion and Restoration in Older Adults. (2-8-6)
Study of the common health concerns of the older adult. Student develops and applies innovative nursing interventions to promote and restore health, to minimize the loss associated with dysfunction, and to obtain maximum rehabilitation. Quality of life and support of the family systems will be emphasized.

NSG 806. Practicum in Geronotological Nursing.
(1-8-5)
Clinical applications of concepts of health assessment, promotion and restoration of the elderly. The gerontological clinical nurse specialist role is implemented in a selected practice setting.

NSG 807. Health Care for the Older Adult: A Multidisciplinary Seminar. (4-0-4)
Students from a variety of disciplines explore common physical and psychosocial problems encountered by older adults, and participate in interdisciplinary problem solving sessions.

Community Health Nursing (M.S.N.)

NSG 758. Total Life Assessment. (3-4-5)
Prerequisite: Graduate standing
Focuses on the assessment of clients and families. A holistic approach to information-gathering and interventions is emphasized.

NSG 771. Culture and Health. (2-0-2)
Prerequisite: Graduate standing
Provides the students with a basis for the application of cross-cultural concepts, theories and methodologies to health care and nursing practice. Multicultural health beliefs and behaviors explored. Societal influences on health care delivery also addressed.

NSG 772. The Family: Concepts, Theories and Research. (2-2-3)
Prerequisite: Graduate standing
This course provides an in-depth study of research and theory relevant to family centered community nursing. Selected theories of family development, function and interaction analyzed and applied to the community setting. Emphasis on promoting health in families and on developing a theoretical base for practice with families.

NSG 773. Epidemiology in Community Health Nursing. (2-0-2)
Prerequisite: NSG 784
The student develops in-depth knowledge of the concepts, principles, study designs, methods and statistics of epidemiology. Focus is on application to disease prevention and health promotion in population groups and to critical evaluation of epidemiological studies.

NSG 778. Clinical Case Management in Collaborative Practice Setting (3-4-5)
Prerequisite: Graduate standing
Emphasis on goals of case management, prioritization of diagnosis, client and family influences, professional concerns and the development of clinical nursing judgment.

NSG 779. Continuity of Care: Advanced Discharge Planning. (2-4-4)
Prerequisites: NSG 775, NSG 778
Provides conceptual foundations for continuity of care utilizing the construct of health. Course concepts are selected to exemplify the role, systems, economics and assurance components of care.

NSG 786. Systems, Leadership, Management Operations in Community-based Settings. (5-0-5)
Prerequisite: NSG 779
Focuses on new methods of assessment and management of public health resources and new approaches to marketing, finances, business structure and management.

NSG 787. Practicum in Community Health Nursing (1-8-5)
Prerequisite: NSG 786
Increases students' ability to synthesize knowledge through implementation of the role with aggregate groups in the community. Leadership in a multidisciplinary setting is emphasized.

Mental Health-Psychiatric Nursing (M.S.N.)
Special Requirement: Adult track is 60 quarter hours. Child track is 63 quarter hours.

NSG 716. Foundations of Advanced Mental Health-Psychiatric Nursing. (3-4-5)
Prerequisite: Graduate standing
An eclectic orientation to mental health promotion and psychiatric nursing practice is presented. Major emphasis is on assessment of clients and considerations that are important in selecting therapeutic modalities for particular mental health and psychiatric problems. Psychotherapies, pharmacotherapies and somatic therapies are studied as options in contemporary practice.

NSG 717. Group Dynamics. (2-2-3)
Prerequisite: Graduate standing
Peer group processes are explored with special emphasis on the group as a social system, the responsibilities of group participants, collaboration in determining group goals and the identification of factors that influence group development.

NSG 718. Mental Health-Psychiatric Nursing and the Individual Client. (3-8-7)
Prerequisite: NSG 716
A critical examination of individual psychopathology and therapeutic approaches from psychodynamic, developmental, systems, behavioral and biological perspectives. The student selects, analyzes, implements and evaluates a theoretical model of mental health-psychiatric nursing practice in the clinical setting with individual clients. Therapeutic interventions to meet mental health needs of individual clients are selected using decision-making principles.

NSG 726. Consultation and Liaison in Mental Health-Psychiatric Nursing. (3-4-5)
Prerequisite: NSG 719
The responsibilities and functions of a consultant, stages in the consulting process, the consultant as an advocate, change agent, or client-centered helper and ethical considerations in the consulting relationship are studied as they relate to advanced practice in mental health psychiatric nursing.

NSG 729. Practicum: Clinical Specialization in Mental Health-Psychiatric Nursing. (3-8-7)
Prerequisite: NSG 728
An opportunity to apply the knowledge and experience gained in preceding courses to clinical practice. The focus is on designing, implementing and evaluating the clinical specialist role in a selected setting. Required for students selecting the functional role of clincial specialist.

NSG 731. Group Approaches in Mental Health-Psychiatric Nursing. (2-4-4)
Prerequisite: NSG 716
Presents theoretical concepts basic to group interventions in mental health-psychiatric nursing practice. Theories of group therapy will be analyzed with strong emphasis on group roles, and therapeutic techniques appropriate to the functional level of groups. Community aspects, including the client's sociocultural, ethnic and economic backgrounds will be integrated throughout the course.

NSG 733. Family Approaches in Mental Health-Psychiatric Nursing. (2-4-4)
Prerequisite: NSG 716
Presents theoretical concepts basic to family interventions in mental health-psychiatric nursing practice. Theories of family development, structure and function will be studied. Major theoretical models of family therapy will be analyzed with emphasis on systems theory and contextual issues. Community aspects, including the client's sociocultural, ethnic and economic backgrounds will be integrated throughout the course.

NSG 735. Biological Therapies in Mental Health-Psychiatric Nursing. (5-0-5)
Prerequisite: Graduate Standing
Presents theoretical and clinical concepts applicable to mental health-psychiatric nursing practice of clients emphasizing psychopharmacological/biological aspects of care. Focus is on the nursing assessment and monitoring of individual responses to treatment modalities in hopital and community settings. Special problems related to various age groups will be considered.

NSG 783. Foundation for Clinical Nurse Specialist Practice. (2-0-2)
Helps the student analyze the role of the clinical nurse specialist and to design a clinical nurse specialist practice role with a selected health-care setting.

NSG 788. Advanced Concepts in Child Mental Health: Prevention and Assessment. (2-2-3)
Prerequisite: Graduate standing
Theories of development are used to analyze and interpret specific behaviors of typical and atypical children and adolescents observed in a variety of out-of-home settings and in a home visit.

NSG 789. Mental Health-Psychiatric Nursing and the Child or Adolescent Client. (3-8-7)
Prerequisites: NSG 788, 716
Focuses on nursing approaches to therapy with children who are experiencing severe emotional disturbances. Concepts from developmental psychopathology, including specific risk factors, are explored for major developmental delays and disorders.

NSG 827. Special Topics in Mental Health-Psychiatric Nursing. (1-8-5)
Prerequisite: NSG 719
An in-depth study and clinical practice in a selected setting with a specific client population is provided. Students choose their experiences and direct their learning process.

Nursing Administration

NSG 765. Health Care Systems. (5-0-5)
Focuses on the health care system which brings together the human, technological, physical and monetary resources necessary for the provision of health care in America. The evolution of the health care system examined as a basis for understanding those political cues which are likely to have the most potential for altering health care delivery in the future.

NSG 766. Administrative/Organizational Theories. (4-3-5)
Prerequisite: NSG 765 or consent of instructor
Examines organizational and administrative theories which can be used as the basis for understanding current and potential applications in health care systems. The student examines ways in which the theories can be operationalized in the provision of nursing services.

NSG 767. Health Care Policy. (3-6-5)
Prerequisites: NSG 765, NSG 766 or consent of instructor
Focuses on the making of policy from the work environment to the national level. Examines the legal, socio-political and economic factors which influence health policy. The health policy process examined from the development of health policy analyses through the formulation, implementation, and evaluation of the policy. Special emphasis on incrementalism which is a policy strategy uniquely suited to the political and social nature of health care systems.

NSG 768. Nursing Administration Practicum I. (2-9-5)
Prerequisites: NSG 765, NSG 766
The roles, functions, strategies, and techniques used for leading, managing and administrating nursing services in a variety of settings. A clinical component provided in which the student can examine the role of the nurse administrator as a leader for creative nursing practice, as a colleague with other health care administrators and as a nursing spokesman when interacting with other groups who influence the operation of the health care system.

NSG 769. Nursing Administration Practicum II. (0-15-5)

Prerequisites: NSG 768 and NSG 791

The student synthesizes his knowledge of the health care system, theories of administration and organization: nursing theories, role theory, issues, trends, financial and policy development and research in health-care systems. The student develops beginning competencies as nurse administrators in health-care systems who serve in a boundary spanning role.

NSG 791. Financial Management of Health Care Institutions. (5-0-5)

The nurse administrator's role in financial planning and analysis for health institutions. Special emphasis on internal and external sources of revenue, relevant federal programs, regulations and policies, basic concepts of financial analysis in health institutions inclusive of budgeting, generating funds, forecasting and wage and salary administration.

Parent-Child Nursing (M.S.N.)

Special Requirement: At least one year of experience in a PCN practice setting required to be accepted into the program. Graduate students required to take a remedial writing course if a C grade or less is received on a written paper submitted for any core or clinical course during the first two quarters of full-time study. The student makes the arrangements with the advisement of the major adviser.

NSG 750. Conceptual Basis for Parent-Child Nursing. (5-0-5)

Prerequisites or Corequisites: NSG 780

The conceptual foundation for all courses in the Parent-Child Nursing major. Introduces the graduate student to conceptualization as a critical behavior of advanced nursing practice. The concepts were selected to best exemplify the biophysiologic, psychosocial and cultural forces influencing childbearing, preparation for parenting roles, and childrearing.

NSG 751. The Childbearing Family I. (3-4-5)

Prerequisite: NSG 750, 780 *Co-requisites:* NSG 784

This course enables the graduate student to acquire, validate and extend knowledge through clinical practice in promoting optimal health of childbearing families. Students continue to modify conceptual frameworks developed in NSG 750. The focus of the course is to use theories of nursing, adaptation, role and development to help family members cope more effectively with transitions.

NSG 752. The Childbearing Family II. (3-4-5)

Prerequisite: NSG 751

Provides in-depth knowledge of childbearing families in high-risk perinatal situations. The course focuses on using theories of nursing, development, adaptation and empirical knowledge from the biological and behavioral sciences to help the childbearing family adapt to the presenting crises and promote growth and development.

NSG 753. The Child-Rearing Family I. (3-4-5)

Prerequisite: NSG 750 Prerequisites or co-requisites: NSG 780, NSG 784

This course enables the graduate student to acquire, validate and extend knowledge through clinical practice in promoting optimal health of children and their families. Students continue to modify conceptual frameworks developed in NSG 750. The course focuses on using theories of nursing, adaptation, role and development to help these family members cope more effectively with transitions.

NSG 754. The Child-Rearing Family II. (3-4-5)

Prerequisite: NSG 753

Provides in-depth knowledge of child-rearing families with acute and/or chronic illness situations. The course focuses on using theories of nursing, development, adaptation and empirical knowledge from the biological and behavioral sciences to help the child-rearing family adapt to the presenting crises and promote growth and development.

NSG 755. Provision and Delivery of Health Care Services to Childbearing and Child Rearing Families. (4-2-5)

(May substitute NSG 767, Health Care Policy)

Prerequisite: NSG 752 or NSG 754

Focuses on the childbearing and child-rearing families within the health care delivery system. Using a systems model, emphasis is on assessing, analyzing and evaluating the health-care system.

NSG 783. Foundations for Clinical Nurse Specialist Practice (2-0-2)

Helps the student analyze the role of the clinical nurse specialist and to design a clinical nurse specialist practice role with a selected health-care setting.

NSG 759. Clinical Specialist Practicum in Parent-Child Nursing. (Variable credit up to 8 hours)

Prerequisites: NSG 783, NSG 752, NSG 754

This course helps the graduate student synthesize knowledge previously gained in the program through actual implementation of the role of clinical nurse specialist. The student uses specifically the theories of nursing, change, systems, group process and leadership to evaluate the actual implementation of the CNS role. The student refines leadership and clinical skills in nursing in a selected setting.

Core Courses Required for Functional Role Development

A. Clinical Specialization

NSG 715, 783. Adult Nursing.
NSG 729, 783. Mental Health-Psychiatric Nursing.
NSG 707, 759, 783. Parent-Child Nursing.

B. Nursing Administration

NSG 765. Health Care Systems. (5-0-5)
NSG 766. Administrative/Organizational Theories. (4-3-5)
NSG 768. Nursing Administration Practicum I. (2-9-5)

C. Teaching

EDU 700. Curriculum and Instruction in Higher Education.
EDU 701. Methods of Evaluation in Higher Education.
NSG 736. Teaching Strategies.

(See Non-Departmental Section)

NSG 736. Teaching Strategies. ***(3-4-5)***
Prerequisites: EDU 700, EDU 701 and departmental requirements

Assists the student in synthesizing a philosophy of teaching/learning, implemented by the use of selected teaching strategies in a variety of settings. Facilitates the student's exploration of the role of the nurse educator. The supervised teaching experiences, an integral part of the course, are selected to achieve the student's learning goals.

Non-Departmental Courses

The courses listed below have been approved for credit toward a graduate degree, and are offered through the School of Graduate Studies.

SGS 801. Scientific Communication. ***(2-0-2)***
Prequisite: Two years of graduate study.

Techniques for writing an abstract, a paper, a grant and a curriculum vitae; preparing an oral presentation (paper, lecture, seminar); and delivering an oral presentation.

EDU 605. Sociology of Health Care. ***(5-0-5)***
Introduces students to basic knowledge in medical sociology and related fields that can be used to analyze how social, cultural and psychological factors influence: patterns of health and illness in groups and societies; behavior of individuals and health care providers in response to illness; and organization and functioning of health/medical care services.

EDU 621. Group Dynamics. ***(4-2-5)***
An experiential group course utilizing didactic material and participation in group exercises.

EDU 700. Curriculum and Instruction in Higher Education. ***(5-0-5)***
As future educators, student participate in the development of a curriculum or program of learning. Based on the imperatives derived from knowledge base, learners and setting, students develop foundational documents, terminal competencies, sequence of courses and course outlines. Also considered are issues related to curriculum evaluation, strategies for curriculum change and reality-based constraints on curriculum development and operation.

EDU 701. Methods of Evaluation in Higher Education. ***(5-0-5)***
This course focuses on the analysis and construction of instruments appropriate for the evaluation of student classroom and clinical performance. Issues considered include reliability, validity, item analysis, use of scales and other observational tools, setting of performance standard, and assignment of grades. The role of the instructor in student evaluation is discussed thrughout the course.

EDU 702. Methods of Research. ***(5-0-5)***
Introduction to a variety of types of research and focus on the systematic treatment of the steps of the research process. Learning experiences include the critical analysis of research studies and the development of a research proposal.

EDU 703. Teaching Practicum. ***(1-8-5)***
Develops the student's teaching skills in classroom and clinical settings. The overall goal is to enhance the impact the graduate student has on his/her students in attitudes, skills and content knowledge. The student is expected to use content from previous courses.

EDU 705. The Adult as a Learner. ***(5-0-5)***
Assists students in analyzing theories of adult learning, learning needs, goals, strategies and evaluation plans suitable for the adult learner. Includes issues and techniques related to teaching adults in the health care setting.

EDU 706. Instructional Processes. ***(4-2-5)***
Focuses on instructional processes. Emphasis is on course management and factors that influence selection of appropriate instructional methods, including the use of appropriate instructional skills and aids.

EDU 940. The Management of Learning. ***(3-2-4)***
Theory and practice of management of learning activities. Includes setting objectives, planning and preparing learning activities, presenting an activity and evaluating its effectiveness.

Health Communication Courses

HC 764. Survey of Learning Resources. ***(1-4-3)***
An introduction to current instructional technology with emphasis on audiovisual resources. Includes experience in planning, production and presentation of visual material.

Library Courses

HLR 601. Health Library Research. ***(1-2-2)***
Prerequisite: Approval of instructor

Application course stressing the "review of the literature" step in research methods particularly as it relates to publishing and/or presenting papers. Identification and evaluation of journals as publication outlets are included, as is the use of publication style manuals.

Office of Biostatistics Courses

STA 860. Research Statistics I. ***(2-2-3)***
General principles and methods of statistics as applied health sciences research. Descriptive statistics, fundamental probabilty distributions, concepts of estimation and hypothesis testing, categorical data analysis.

STA 861. Research Statistics II. ***(2-2-3)***
Additional topics in estimations and hypothesis testing, simple linear regression, analysis of variance, introduction to experimental design.

STA 862. Biometry: Advanced Research Statistics I. ***(3-0-3)***

Prerequisite: STA 860 and 861 or equivalent

Regression and correlation analysis, curve-fitting, design of experiments, analysis of variance and analysis of frequency data.

STA 863. Biometry: Advanced Research Statistics II. ***(3-0-3)***

Prerequisites: STA 860 and 861 or equivalent

Non-parametric statistical techniques and an introduction to multivariate analysis.

School of Dentistry Courses

CMD 805. Dental Health Delivery in a Changing Society. ***(4-2-5)***

PER 807. Advanced Periodontics for Dental Hygienists. ***(5 hours)***

School of Medicine

Interim Dean—Dr. Charles H. Wray

Associate Dean for Curriculum
—Dr. Ruth-Marie E. Fincher

Associate Dean for Students
—Dr. Mason P. Thompson

Associate Dean for Admissions
—Dr. Mary Ella Logan

Associate Dean for Minority Affairs
—Dr. Louis L. Cregler

Associate Dean for Hospital—Dr. Charles Linder

Associate Dean for Operations—Eddie K. Parker

Assistant Dean for Housestaff
—Dr. Ann Marie Flannery

Academic Calendar

School of Medicine

Fall Quarter 1993	***Phase I***	***Phase II***
Registration	August 19	August 13, 16
Orientation	August 19, 20	
Classes begin	August 23	August 16
Labor Day holiday	September 6	September 6
Fall quarter ends	November 12	November 5

Winter Quarter 1993–94	***Phase I***	***Phase II***
Registration	November 12, 15	November 5, 8
Classes begin	November 15	November 8
Thanksgiving holidays	November 20–28	November 20–28
Classes resume	November 29	November 29
Christmas holidays	December 11–January 3	December 18–January 3
Classes resume	January 4	January 4
Martin Luther King, Jr. holiday	January 17	January 17
Winter quarter ends	March 4	February 11

Spring Quarter 1994	***Phase I***	***Phase II***
Registration	March 4, 7	February 11, 14
Classes begin	March 7	February 14
Spring vacation	April 4–10	April 2–10
Spring quarter ends	June 3	May 6
U.S. Medical Licensing Exam Step 1		June 8, 9

Fall Quarter 1994	***Phase I***	***Phase II***
Registration	August 18	August 12, 15
Orientation	August 18, 19	
Classes begin	August 22	August 15
Labor Day holiday	September 5	September 5
Fall quarter ends	November 11	November 4

Winter Quarter 1994–95	***Phase I***	***Phase II***
Registration	November 11, 14	November 4, 7
Classes begin	November 14	November 7
Thanksgiving break	November 19–27	November 19–27
Classes resume	November 28	November 28
Christmas holidays	December 10–January 2	December 17–January 2
Classes resume	January 3	January 3
Martin Luther King, Jr. holiday	January 16	January 16
Winter quarter ends	March 3	February 10

Spring Quarter 1995

Registration	March 3, 6	February 10, 13
Classes begin	March 6	February 13
Spring vacation	April 1–9	April 1–9
Spring quarter ends	June 2	May 5
Clinical skills course		
U.S. Medical Licensing Exam Step 1:		TBA

Rotation Schedule 1993–94*

	Begins	*Ends*	*Weeks*
July rotation	June 28	July 25	4
August rotation	July 26	August 22	4
September rotation	August 23	September 19	4
October rotation	September 20	October 17	4
November rotation	October 18	November 14	4
December rotation	November 15	November 24	2
Thanksgiving holidays for all students: November 25–28, 1993			
return for December	November 29	December 12	2
January rotation	December 13	December 17	1
Christmas holidays for all students: December 18, 1993–January 2, 1994			
return for January	January 3	January 23	3
February rotation	January 24	February 20	4
March rotation	February 21	March 20	4
April rotation	March 21	April 3	2
Spring holidays for all students: April 4–10, 1994			
Return for April	April 11	April 24	2
May rotation	April 25	May 22	4
June rotation	May 23	June 19	4

Step I United States Medical Licensing Exam: June 8–9, 1993
September 21–22, 1993
Step II United States Medical Licensing Exam: September 8–9, 1993
March 30–31, 1994

Graduation: June 4, 1994

6-Week Rotations

1. June 28, 1993–August 8, 1993
2. August 9, 1993–September 19, 1993
3. September 20, 1993–October 31, 1993
4. November 1, 1993–December 12, 1993
5. December 13, 1993–February 6, 1994
6. February 7, 1994–March 20, 1994
7. March 21, 1994–May 8, 1994
8. May 9, 1994–June 19, 1994

*This schedule is subject to change.

School of Medicine

The physician occupies a vital and honored position in today's increasingly sophisticated and complex society. Successful completion of requirements in the School of Medicine leads to the M.D. degree and a career dedicated to the maintenance of health and the alleviation and cure of disease. Opportunities include clinical practice, teaching and research.

Accreditation

The School of Medicine is accredited by the Association of American Medical Colleges in conjunction with the American Medical Association.

Admission Requirements

Policy

Admission policies established by the Board of Regents of the University System of Georgia are the responsibility of the admission committees, with consideration for the special requirements of the medical curriculum. The committees are responsible for recommending to the dean the acceptance of all students entering the first-, second- or third-year classes. Admission with advanced standing to the fourth-year class is not ordinarily possible.

The appropriate admissions committee selects those applicants who are more likely in its opinion to make the best students and physicians. Consideration is given to the totality of all credentials, including (1) the demonstrated level and pattern of academic ability and achievement, (2) scores on the Medical College Admissions Test, (3) evaluations supplied by premedical advisers or advisory committees, and (4) assessment, by means of two personal references and interviews with admissions committee members and Medical College personnel, of the less tangible qualities of personality, character, maturity, emotional fitness, motivation, and potential for meeting Georgia's health care needs. Each student is considered on the basis of his individual qualifications without regard to race, sex, creed, or national origin.

Only a very limited number of positions are available for out-of-state applicants; therefore, in order to be given serious consideration, non-residents must present superior qualifications and preference is given to those who have a significant Georgia connection.

The Medical College of Georgia School of Medicine encourages medical school applicants who believe they are at risk of HIV infection to seek HIV testing and counseling prior to admission. Persons who test HIV positive may wish to reconsider their career goals because of:

1. the prolonged period of medical education and the significant possibility that they may become disabled during training or early in their career,
2. the infectious hazards of certain portions of medical education and practice,
3. barriers to certain invasive clinical activities and fields of specialization because of possible hazards to patients, and
4. the financial cost of medical education.

Any School of Medicine student who knows or has reason to believe that he/she has HIV infection is required to report immediately this information to the dean of the School of Medicine or hospital epidemiology. Failure on the part of a student to report a known HIV infection may result in disciplinary action, up to and including dismissal.

Academic Requirements

At least three years of work in an accredited college or university.

The minimum requirement is 90 semester hours or 135 quarter hours. The three-year college course, in both quality and quantity, must be acceptable as the equivalent of the first three years leading to the degree of bachelor of science or arts in an approved college of arts and sciences. Preference is given to applicants who will have completed their baccalaureate degree.

Applicants must have completed at least the last two years of their undergraduate or graduate education in an accredited United States or Canadian institution in order to be considered.

An applicant may major in the discipline of his choice; however, he must complete the following:

Biology

One academic year of general biology or zoology (with laboratory).

Chemistry

(a) One academic year of general inorganic chemistry (with laboratory). Inclusion of quantitative chemistry is recommended.

(b) One academic year of advanced chemistry, two quarters or one semester of which must be organic chemistry with laboratory. The other quarter or semester may be fulfilled by any advanced chemistry course (laboratory not necessary).

Physics

One academic year of physics (with laboratory).

English

One academic year of English or whatever portion of the academic year is required for the baccalaureate degree in an accredited college or university.

Biochemistry is recommended.

Note: One academic year equals three quarters, two semesters or one semester and two quarters.

Premedical Electives

An understanding of man, contributory to the wise and solid practice of medicine, can be derived from many disciplines. Students are encouraged to pursue in-depth study in disciplines which are of real interest to them, in addition to the required courses. The selection of the areas for in-depth study is not of primary concern to the committee; many students select natural science as a primary emphasis and others select physical sciences or the humanities. Elective courses may be used to broaden the background of students applying to medical school.

Medical College Admission Test (MCAT)

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of an application but no later than the fall. The test is given twice yearly at most senior colleges. All applicants must have taken the MCAT within three years of time of application. Early Decision Program applicants must take the MCAT prior to making application. All other applicants must take the MCAT no later than the fall of the year application is made. In 1991, the MCAT underwent a substantial change in content and format. Thus, applicants need to take this new MCAT. Information concerning the MCAT may be obtained from premedical advisers or from the Medical College Admission Test, The American Medical College Testing Program, P. O. Box 414, Iowa City, Iowa 52240.

Personal Interviews

Interviews are held by invitation of the admissions committee. Such interviews are required prior to acceptance.

References

An evaluation of the applicant is required from two persons, one of whom should be active in one of the health professions.

In addition, an evaluation from the applicant's premedical adviser is required. Recommendations from other sources are discouraged.

Technical Standards for Admission

Qualification for admission to, and graduation from, the Medical College of Georgia School of Medicine requires satisfaction of the following technical standards:

1. Sufficient intellectual capacity to fulfill the curricular requirements of the various basic medical science and clinical science departments.
2. Ability to effect multi-modal communication with patients, colleagues, instructors and other members of the health-care community.
3. Physical ability to learn and implement the various technical skills required by the faculty to facilitate preparation for the independent practice of medicine.
4. Sufficient emotional stability to withstand the stress, uncertainties and changing circumstances that characterize the practice of medicine. Detailed technical standards have been developed by the School of Medicine for use in evaluation of prospective students. These standards are admission guidelines and are subject to continuing revision and improvement.

Application Procedures

The School of Medicine participates in the American Medical College Application Service (AMCAS), which means that application forms are issued by AMCAS upon receipt of an application request card from the applicant. The request cards can be obtained from the Office of Student Affairs, Medical College of Georgia, or from premedical advisers on most college campuses. The MCG deadline for filing applications with AMCAS is August 1 for Early Decision Plan applicants and November 1 for regular admission applicants for the entering class. Early application is urged by the admissions committee. No application fee in addition to the AMCAS fee is required.

Additional information regarding Early Decision Plan application may be obtained from the Office of Associate Dean for Admissions, School of Medicine.

Admission with Advanced Standing

Applicants in good standing in accredited four-year medical schools will be considered for admission to the appropriate advanced level of the curriculum when student space permits. Admission with advanced standing to the fourth year is ordinarily not possible. Details should be obtained from the Office of the Associate Dean for Admissions, School of Medicine.

Financial Aid

An application form on which to apply for any assistance program administered by the college may be secured by writing the college's financial aid office.

Curriculum

During the first year (Phase I) the students study the structure and function of the human body through courses in anatomy, histology, embryology, biochemistry, neurosciences, physiology and reproductive endocrinology. Courses in humanities and behavioral sciences relate to the social, ethical and behavioral aspects of the individual. Physical diagnosis is taught during the spring quarter of the first year. Contact with patients begins with the patient-doctor course in the first year.

The second year (Phase II) points toward clinical medicine with courses in pathology, pharmacology, genetics, community medicine, psychiatry and microbiology/infectious diseases. Lectures in the "clinical sciences" provide the basis for the major clinical blocks during the clinical years. Courses in ophthalmology and endocrinology are also given during the spring quarter. Interdepartmental cooperation and clinical relevance are stressed throughout the first two years.

In addition to the "core curriculum," two afternoons a week are assigned for electives during the spring quarter of the first year.

During Phase III of the curriculum, the student is required to take 72 weeks of clerkships including eight basic clerkships. The Department of Medicine is responsible for the 12-week medicine clerkship. The 10-week surgical clerkship consists of six weeks in general surgery and four weeks in a surgical subspecialty area. In addition, a six-week clerkship is taught by the Department of Obstetrics and Gynecology, a six-week clerkship by Pediatrics, a six-week clerkship by the Department of Psychiatry, and a four-week clerkship by Family Medicine. The Departments of Neurology and Neurosurgery are responsible for a four-week clerkship.

The balance of the fourth year is filled by elective courses which can be advanced in the various clinical departments, including medicine, surgery, obstetrics and gynecology, psychiatry, neurology, pediatrics, dermatology, radiology, anesthesiology, ophthalmology and family medicine, as well as electives in basic sciences. Research electives are available. Electives may also be taken in other institutions and community hospitals upon approval by the appropriate department of the School of Medicine.

The biological sciences and clinical sciences are taught by various departments of the School of Medicine.

Close affiliation agreements have been developed with major community hospitals in the state of Georgia. Part of the clinical core curriculum may be taken at one of these hospitals.

Phase I

First Quarter (12 weeks)		*Credit Hours*
ANM 550	Gross Anatomy	6
ANM 553	Histology	6
BMB 550	Biochemistry	5
HUM 550	Humanities	2
ITD 585JC	Patient-Doctor*	1

Second Quarter (12 weeks)		*Credit Hours*
ANM 550	Gross Anatomy	6
PHY 550	Physiology	8
BMB 550	Biochemistry	4
ITD 560	Physical Diagnosis I	3
ANM 552	Embryology	3
ITD 585JC	Patient-Doctor*	1

Third Quarter (12 weeks)		*Credit Hours*
ITD 550	Neuroscience	10
PHY 550	Physiology	8
ITD 520	Endocrinology	3
PSY 550	Behavioral Science	2
ITD 580	Genetics	2
ITD 585JC	Patient-Doctor*	1

* The Patient-Doctor course will be given during all three quarters, but a student will only take for **one quarter** with a total of one credit hour. The grade will be S or U.

Phase II

First Quarter (12 weeks)		*Credit Hours*
PTH 550	Pathology	9
ITD 540	Clinical Medicine	4
ITD 574	Medical Microbiology	9
FMP 555	Problem Solving	2
ITD 580	Genetics	2
ITD 530	Endocrinology	3

Second Quarter (12 weeks)		*Credit Hours*
PTH 550	Pathology	9
ITD 540	Introduction to Clinical Medicine	4
ITD 574	Medical Microbiology	8
PHM 551	Pharmacology	5

Third Quarter (11 weeks)		*Credit Hours*
PHM 553	Pharmacology	7
ITD 540	Clinical Medicine	3
OPH 550	Ophthalmology	1
FMP 550	Community Medicine	2
PSY 560	Psychiatry	4
ITD 565	National Board Review	8

Requirements for Phase III

A. General Requirements

1. The minimum requirement in Phase III for graduation from the School of Medicine, Medical College of Georgia, is the satisfactory completion of 18 months' work. Students are encouraged to pursue

courses of study in excess of the minimum requirements.
2. Students must have satisfactorily completed all of the requirements of Phase II before entering Phase III.

B. Required Clerkships (First Year—Phase III)
1. Medicine 500
   12 weeks basic clerkship
2. Obstetrics and Gynecology 500
   Six weeks basic clerkship
3. Pediatrics 500
   Six weeks basic clerkship
4. Psychiatry 500
   Six weeks basic clerkship
5. Surgery 500
   Six weeks basic clerkship
6. Neuroscience 500
   Four weeks basic clerkship
7. Family Medicine 500
   Four weeks basic clerkship
8. Surgical Subspecialty (SSS) 500
   Four weeks in surgical subspecialty area(s)

C. Electives

In addition to 12 months of basic clerkships, a minimum of six months elective experience constitutes requirements for Phase III. Of these six months, the maximum time which may be scheduled for off-campus electives is two months during Phase III.

Curriculum Bulletin

The courses offered are not limited to those listed in the catalog, and new courses are frequently introduced into the curriculum. It is possible that some of the courses listed may be withdrawn from the curriculum with the approval of the curriculum committee and the dean of the School of Medicine. Course descriptions can be found in the Phase III Curriculum Bulletin, a copy of which may be obtained by writing to the Curriculum Office, School of Medicine.

Promotion and Graduation

Promotion of students from one year to the next is dependent upon the satisfactory completion of each year's work. Promotions are considered on the basis of recommendations by the individual instructors, on department evaluations and on students' total records, including performance on Parts I and II of the National Board Examinations.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Medicine if, in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his potential capacities as a physician.

Classification of Students

In the School of Medicine, students are classified as Phase I (first year), Phase II (second year), and Phase III (third or fourth year).

Promotions Committee Policies and Procedures

The material presented here is described in full detail in the publication titled *Promotions Committee Policies and Procedures*. A copy is provided to each student and faculty member.

I. Standards of Academic Performance
   A. To be promoted or graduated, a student must satisfactorily complete every required course.
   B. Interpretation of Grades
      "A": Outstanding—Superior performance
      "B": Good—Commendable performance, work of good quality.
      "C": Satisfactory—Acceptable performance.
      "D": Unsatisfactory—A grade that indicates the student has not met the standards of performance in this area.
      "F": Failing—Failing
      "I": Incomplete—This indicates that a student was doing satisfactory work, but for non-academic reasons beyond his control was unable to meet the full requirements of the course.

II. Remedial Work for Academically Deficient Students
   A. Upon review of the student's academic performance and mitigating circumstances, the Promotions Committee shall recommend for an academically deficient student :
      1. Performance of remedial work
      2. Repetition of some or all of the courses of the year
      3. Dismissal
      4. Recommendations to undertake remedial work or repeat courses will be made by the appropriate promotions subcommittee directly to the dean
      5. Recommendations for dismissal will be made by the full Promotions Committee as outlined in III.
   B. Remedial work taken as the result of unsatisfactory performance (a grade of D) shall be stipulated by the department(s) involved. This may include, but is not limited to: 1) independent study, 2) retaking of examinations and 3) remedial courses. In any event, remedial work must not interfere with other courses.

III. Recommendations for Dismissal
   The academic performance of each student shall be evaluated continually by the appropriate subcommittee. A student may be recommended for dismissal for sufficient cause. Guidelines for dismissal and the dismissal procedures of the promotions committee are outlined in detail in the current Promotions Committee Handbook.

IV. U.S. Medical Licensing Examination, Step I and II
   Students shall take Steps I and II of the United States Medical Licensing Examination and pass them at the national level as a candidate.

V. Graduation
   A. Application and Effective Dates
      A student who completes all requirements may apply for graduation quarterly. Application must be made four months in advance of the proposed date of graduation. The quarterly dates, which will appear on the diploma, will correspond to the last day of the November, February or August fourth-year rotations as published in the MCG catalog. The annual formal graduation is held in June at the end of the academic year, this June date appearing on the diploma of students graduating at the end of the May quarter.
   B. Promotions Committee Procedure
      The Promotions committee procedure for quarterly graduation will be the same as that described under Promotions committee Policy IIC.3 for the end of the academic year. The meetings of the subcommittee to consider students for graduation will be held as soon as practical after completion of the student's final rotation and receipt of the grades in the registrar's office.

Other Programs and Administrative Procedures

Student Responsibilities and Judicial Procedures

Student discipline at the college is the responsibility of the president and his administrative staff. Students will be liable for disciplinary action should they fail to act in a manner of credit to themselves, the college and the medical profession.

Honor System

Every medical student is expected to maintain a high degree of personal integrity and honor, not only during his years on the campus, but also throughout his practice as a physician. In recognition of this obligation, each student is expected to subscribe to an honor code established by the students of previous years. The Honor Court is composed of 16 regular enrolled students, with four members from each of the classes. A copy of the Honor Code is distributed to freshmen prior to matriculation. Students are required to sign an Honor Code "contract" certifying they have read and agree to uphold the honor code.

Student Affairs Committee

The Student Affairs Committee of the School of Medicine acts as an advisory committee to the dean. The committee consists of the chairman, nominated and appointed in accordance with the policies for general faculty committees; one faculty member elected by

the students for each of the four classes; associate dean for students, ex officio; and associate dean for curriculum, ex officio. Student members include the president of each class and the School of Medicine representative to the Organization of Student Representatives of the AAMC.

Alpha Omega Alpha

A chapter of this honorary scholastic fraternity in medicine was established at the college in 1926. Each year students of the third- and fourth-year classes are nominated on the basis of both peer and faculty recommendations and academic excellence. Elections are held by active members of the chapter.

The Alpha Omega Alpha Honor Fraternity sponsors two lectures annually.

Special Programs

Guest Lecturers

Throughout the year, distinguished physicians and scientists from other schools and from overseas visit the various departments of the Medical College of Georgia and participate in departmental teaching programs.

Distinguished lecturers address the whole school each year.

Research Fellowships

The Medical College of Georgia has a limited number of summer research fellowships in which students work closely with faculty investigators on specific problems.

This is an elective, but an important component of the students' educational experience, allowing them to participate in research and to develop an understanding of the methods, philosophies and problems involved.

Interested students should contact departments directly.

Affiliated Hospitals Program

The School of Medicine has developed a number of affiliations with community hospitals around the state of Georgia. These affiliations are aimed primarily at widening the educational experiences of our students by providing them with educational opportunities in general medicine and in the specialty fields at the affiliated community hospitals. By participating in these training programs the students will gain experience, insight, and perspective into the practice of high quality medical care as it exists in private practice and in these community hospitals.

The required clerkships in clinical medicine may be taken at various Augusta hospitals as well as the affiliated hospitals across the state. Augusta area facilities include the MCG Hospital and Clinics, the Veterans Administration Medical Center, University Hospital (a city-county hospital), Georgia Regional Hospital and the Dwight David Eisenhower Army Medical Center at Fort Gordon. Affiliated facilities throughout the state include the Memorial Medical Center in Savannah, the Georgia Baptist Medical Center in Atlanta and the Medical Center in Columbus.

Clinical electives may also be taken at any of the above-mentioned hospitals as well as many others approved individually by the various departments. A total of two months of elective clerkships may be taken at off-campus sites.

Postdoctoral Training Programs

The college has internship and residency programs which have been approved by the Accrediting Council for Graduate Medical Education. The teaching hospital of the college, the MCG Hospital and Clinics, is the parent hospital for these programs, but integration and/or affiliation with University Hospital, Augusta; the Department of Veterans Affairs hospitals, Augusta; and Georgia Regional Hospital, Augusta, may be included. A brief outline of the various training programs is given below. Applicants seeking residency training should apply directly to the department chairman or to the director of hospital and clinics.

Internships

Family Medicine

The first year in the family medicine residency training program is equivalent to the first postgraduate medical year. A description of this year is found under the section on family medicine residencies.

Internal Medicine

Categorical medical internships are available which are designed as the first postgraduate year of training toward board certification in internal medicine. Preliminary medicine internships are also available for individuals pursuing a career in another discipline. Interns rotate through the MCG Hospital, University Hospital, and the Department of Veterans Affairs Medical Center. The intern has broad experience in the management of a variety of diseases in different patient populations. An important responsibility of the intern is teaching medical students. This responsibility along with the responsibilities for patient care prepare the intern for advanced scholarship in the clinical skills of diagnosis and management of those diseases falling within the realm of internal medicine.

Obstetrics and Gynecology

Five first-year residency positions are offered by the Department of Obstetrics and Gynecology. These constitute the first year of our four-year program leading to board eligibility in obstetrics and gynecology. The PGY-1 spends six months on obstetrics and gynecology, two months on medicine, one month in the emergency room, one month on ultrasound/ambulatory and one month in the neonatal intensive care nursery. A surgical-skills laboratory and vacation share one month.

Pathology

The straight internship in pathology is offered to recent graduates whether or not they have decided about later training. The intern's experience is like that of a first-year resident. The study of human disease is excellent preparation for any clinical field. If the intern decides to continue in pathology, it is a year saved that can be spent later in special research training. An elective in one of the clinical disciplines may be arranged. The internship program is in the medical college teaching hospital and may include elected periods in medical college affiliated hospitals.

Pediatrics

Ten straight internship positions in pediatrics are offered each year. The first year of training emphasizes acquisition of general pediatric knowledge through supervised exposure to patient care in primary, secondary and tertiary care settings. Rotations are provided on the pediatric inpatient and outpatient services, neonatology and emergency room. First-year residents act as primary physicians under direct supervision of the senior residents and faculty. The emphasis of the second-year program is the development of supervisory skills and competence in intensive care clinical settings. Residents in the third year of training assume responsibility both for patient care and for the supervision of junior house officers and medical students.

Surgery

Thirteen straight internships in surgery are offered. These internships in the general surgery "core" rotations include positions for graduate trainees who have career goals in the specialties of neurosurgery, orthopedic surgery, urology and otolaryngology, as well as in general surgery.

The "core" program is based on a philosophy that surgery is a "discipline of medicine" and that surgeons should be "internists who operate."

Rotations include general surgery, urology, orthopedics, plastic surgery, otolaryngology, cardiothoracic surgery, emergency services, neurosurgery and critical care and trauma care.

Transitional Internships

Transitional internships are available for individuals who intend to enter residencies which do not offer the PGY-1 year. A minimum of six months of internal medicine and one month of emergency room are required. The additional four months are agreed upon by the individual intern and the program director of his PGY-2 year. Applications for the transitional internship are made through the transitional program sponsoring department.

Residencies

Anesthesiology

Clinical Base Year (PG-1): The clinical base year is scheduled through the Department of Medicine coordinator. The 12 months include four months of general internal medicine, one month of anesthesiology and the remainder in other areas such as cardiology, neonatology, neurology and surgery. Emphasis is placed on direct patient-care experiences.

Clinical Anesthesia (CA-1, CA-2, CA-3): The clinical anesthesia curriculum consists of basis anesthesia and subspecialty anesthesia during CA-1 and CA-2 years. Subspecialty areas include cardiothoracic anesthesia, neuroanesthesia, obstetric anesthesia, ambulatory anesthesia, recovery room, critical care, pain management, pediatric anesthesia and post-anesthesia recovery.

The CA-3 year is designed for advanced anesthesia training and is devoted to complex anesthesia procedures in the care of the patients with concurrent illness. Three tracks are available.

1. Advanced clinical track with varying times in general advanced, complex anesthesia and subspecialty rotations.
2. Subspecialty clinical anesthesia track with time divided between one or more subspecialties plus three months of required general advanced, complex anesthesia.
3. Clinical scientist track with six months in laboratory or clinical investigation and three months of complex clinical anesthesia and three months selected subspecialty or an additional three of complex clinical anesthesia.

All residents are required to spend three months in complex general clinical anesthesia. All CA-3 plans are subject to approval by the program director.

Residents at all levels are involved in medical student education.

Dermatology

The residency training program in dermatology is for three years with emphasis on both clinical and basic scientific aspects of cutaneous medicine. Patients are seen in outpatient clinics at the MCG, Veterans Affairs, Eisenhower, and Gracewood hospitals. There are inpa-

tient beds at the MCG Hospital and the VA Medical Center available on a "need basis." Training is graduated, with increased responsibility in the care of patients accruing throughout the program. Regular weekly conferences include dermatology grand rounds, histopathology conference, basic science seminar, journal club and didactic conferences. Residents are required to complete a clinical or laboratory research project during the three-year training program, and prepare at least two papers for publication and presentation at national meetings.

Emergency Medicine

A residency program in emergency medicine was established starting in July 1989, with provisional accreditation status. This is a three-year program starting at the PGY II year, with a total of 18 residents by 1991. Graduating residents are eligible to take the certification examinations offered by the American Board of Emergency Medicine. The residency program is integrated with University Hospital, and residents spend approximately one-third of their time at this hospital, largely in the emergency department. The three years of training include rotations on the trauma service, anesthesiology and cardiology rotations, and rotations in pediatrics (PICU and pediatrics E.D.). Residents spend an increasing proportion of their time working in the emergency department at both hospitals, from six months in the PGY II year to 10 months in the PGY IV year; responsibilities are graduated, with PGY IV year residents assuming administrative and quality-assurance duties. Residents also are involved with area-wide emergency medical services during the entire residency. A research project of publishable quality is required for graduation from the program. A conference and lecture program (five hours a week) includes didactic lectures, morbidity and mortality conferences, journal club, and conferences in specific areas of emergency medicine, including joint conferences with other departments.

Family Medicine

A fully accredited family medicine residency program is available to provide the 24 residents the training necessary to become qualified for the American Board of Family Practice. Objectives of the training in the Department of Family Medicine are to equip the physician with the knowledge and skills necessary to provide quality continuous and comprehensive care to individual family members and to the family unit as a whole. Further, the physician is oriented to the care of the acute and chronically ill and also to health maintenance and disease prevention. Instructions are provided in recognition and understanding for the socio-behavioral problems in health and disease in the context of the family. There are numerous opportunities to participate in clinical research. Significant emphasis on the necessity of continuing education for physicians is provided. The central activity for training in family medicine occurs in the Family Practice Center of the Medical College of Georgia. Here, medical students, nursing students, family medicine residents and family medicine faculty participate in health care delivery to families and their individual members.

The first year of the family medicine residency consists of rotations through specific core components of medicine to include: internal medicine, pediatrics, surgery, obstetrics, gynecology, family medicine, inpatient service, emergency rooms and Family Practice Center. This establishes the broad-based experience that is needed by the family medicine resident to deliver health care services to patients in the upcoming second and third years. During the second and third years, family medicine residents spend an increasing portion of time in the Family Practice Center, responding to the needs of families under their care. The second- and third-year residents also assume significant independence in their evaluation and management of patients, and in the third begin to participate in major teaching responsibilities of junior residents and students.

Internal Medicine

A complete postgraduate training program in internal medicine and its subspecialties is offered; all of the training required for qualification for the American Board of Internal Medicine and each of the subspecialty boards can be obtained. The internship and residency program is integrated with University Hospital and the Veterans Affairs Medical Center. Fellowships are available in cardiology, cardiovascular research, hematology, infectious diseases, endocrinology and metabolism, gastroenterology, renal diseases, rheumatology, pulmonary disease, clinical nutrition and medical oncology. Teaching rounds and conferences are held daily for house officers and students.

Neurology

A fully approved three-year residency in neurology combines the facilities of the MCG Hospital and Clinics, the Augusta Veterans Administration Medical Center, and University Hospital. The first year is spent on wards and in the clinics. The second and third years consist of experiences on consultative neurology, pediatric neurology, neuropathology, neuromuscular-electromyography, epilepsy-electroencephalography and electives.

The goal of the neurology residency program is to train clinically competent neurologists equipped to make an original contribution to the knowledge of the nervous system, in either an academic setting or in clinical practice. Three adult neurology residents are accepted each year, all of whom must have completed an approved internship.

The training program in child neurology is offered by the section of child neurology of the Department of Neurology and is supervised by four full-time faculty members of the section of child neurology. Two types of programs are offered: one year of fellowship (PL3) or a three-year program combining adult and child neurology training which meets the board requirements for Neurology with Special Competence in Child Neurology. Residents in this program must have completed an approved pediatrics residency.

Obstetrics and Gynecology

A parallel four-year residency program leading to board eligibility is offered. The first year is described under internships, and during the subsequent three years, in addition to general obstetrics and gynecology, the resident gains experience in reproductive endocrinology, maternal-fetal medicine, gynecologic oncology, family planning and gyn-surgical pathology. The program utilizes the Medical College of Georgia Hospital and Clinics, University Hospital and the Eisenhower Army Medical Center. The residency is academically oriented and house staff participate in student teaching and research.

Ophthalmology

A three-year residency program in ophthalmology is offered with training at the MCG Hospital and Clinics with rotations at Veterans Affairs Medical Center. The educational experience is broad based and includes rotations in general opthalmology and various subspecialties as well as training in all types of ophthalmic surgery.

Pathology

The residency program offers a combined anatomic, clinical pathology program and a straight program in either anatomic or clinical pathology. The resident physician participates in the student teaching program, the department's autopsy, surgical pathology and clinical pathology services. Periods of part-time or full-time research are available. Places are available to persons preparing for the practice of pathology, and to those who may desire a year or more of training in pathology in preparation for another discipline. Individualized programs that satisfy board requirements and the individual's career goals can be arranged.

Pediatrics

The pediatric residency involves at least two years beyond the internship year. Further experience is provided on inpatient rotations, newborn care and outpatient clinics at University and MCG hospitals. In addition, electives are offered in pediatric cardiology, allergy-immunology, neurology, adolescent medicine, infectious diseases, pulmonary medicine and private physicians' offices. The resident participates in the teaching of medical students. Basic sciences and logical thinking are promoted through problem case conferences, grand rounds, pediatric X-ray conferences, pediatric pathology conferences and journal clubs. Fellowships are available in allergy-immunology, cardiology, neonatology and neurology.

Psychiatry and Health Behavior

The Department of Psychiatry and Health Behavior has a fully approved four-year residency program in psychiatry which includes a categorical first-year internship in cooperation with the Departments of Neurology, Family Medicine, Internal Medicine and Pediatrics. Alternately a one-year internship including primary care may be taken in lieu of the categorical first year. A fully accredited two-year fellowship program in child psychiatry is offered; prerequisites are three years of training in general psychiatry. One- or two-year subspecialty fellowships are offered in forensic psychiatry, public administrative psychiatry, substance abuse, geriatric psychiatry, psychosomatic psychiatry, and neuropsychopharmacology.

The training programs emphasize the synthesis of biological, psychodynamic and psychosocial approaches to diagnosis and treatment. Multiple clinical sites provide exposure to a wide range of psychopathology and treatment techniques.

Detailed information about the program may be obtained upon request.

Diagnostic Radiology

A four-year program in diagnostic radiology is offered. This may be preceded by one clinical year in either a flexible program or specific primary care area. The four years in radiology are spent with rotations in neuroradiology, including magnetic resonance imaging, nuclear radiology, special procedures, ultrasound, pediatric radiology, computed tomography, as well as general diagnostic radiology. Emphasis is on progressive independence of the resident as his foundation is strengthened. The total number of procedures approximates 140,000 per year.

Radiation Oncology

A three-year residency program is available. A PGY 1 is required prior to beginning the (PGY 2) first year experience. During the three years, experience is gained in treatment planning, the basic physics of radiation oncology, its radiobiological effects and the use of various modalities of treatment as it relates to the general problem of oncology. The use of apparatus of different energies is utilized in the program. A great variety of patients, approximately 1,200, are seen each year.

General Surgery

This is an integrated program which includes rotations through the MCG Hospital, University Hospital and the Veterans Affairs Medical Center. The program is

four or five years in length following the internship. The length of the five-year tract is designed for those who wish to pursue a career in academic surgery and requires a year of research experience. Laboratory experience is not required in the four-year program.

Five residents are trained at each level beyond the internship. The program is not pyramidal. Competent performance is essential for reappointment. The program is based on a philosophy that surgery is a discipline of medicine and that surgeons are "internists who operate." Anatomy, physiology, and biochemistry and the correlation of basic science in clinical problems are constantly stressed in a wide variety of daily rounds, teaching conferences and in grand rounds.

Neurosurgery

This is a five-year program with a prerequisite of one year's internship of choice and one year of general surgery, or one year of straight surgical internship. Five residents are accepted, one per year. Training includes clinical neurosurgery and microsurgery supplemented by weekly conferences in combined neuroanatomy and neurophysiology, neuropathology and neuroradiology and off-service experiences in clinical neurology, neuropathology and neuroradiology, as well as basic research. The teaching hospital and Veterans Affairs Medical Center participate in the training program. By special arrangement, the resident may receive graduate school credit while actively pursuing a neurosurgical residency.

Orthopedic Surgery

The orthopedic program is a five-year program which includes a period in the first year in general surgery. Experience and increasing responsibility are provided in the program in the basic science of orthopedics, fractures, children and adult orthopedics, and reconstructive surgery. Affiliation with the Veterans Affairs Medical Center is included. Long-term observation and comprehensive care are emphasized. Three residents are appointed each year.

Otolaryngology

The division of otolaryngology offers an accredited residency training program. A prerequisite of one year postgraduate surgical training is required. The four years of otolaryngology training include rotations at MCG Hospital and Clinics, Veterans Administration Medical Center and Dwight David Eisenhower Memorial Medical Center. A temporal bone course and basic endoscopic sinus surgery course are given annually. Emphasis is placed on a broad background including otology, neuro-otology, bronchoesophagology, endoscopic sinus surgery, maxillofacial trauma, and head and neck surgery.

Plastic and Reconstructive Surgery

The overall program is two years in length. The qualifications for residency include completion of general surgery or subspecialty training, approval from the American Board of Plastic Surgery, and high ethical standards.

The primary objective of the Division of Plastic and Reconstructive Surgery is to provide quality instruction and clinical material for plastic surgery training. Graded clinical responsibility is given throughout the program. Specific areas of interest include cleft lip-palate, craniofacial anomalies, diagnosis and management of congenital hand anomalies and hand injuries, acute burn therapy and reconstruction, and ablation of head and neck tumors with reconstructive and cosmetic surgery.

Rotation schedules are at six-month intervals at the Medical College of Georgia and Veterans Affairs hospitals. At the completion of the second year of training, the individual is given a six-month fellowship for in-depth experience in a specific area of plastic surgery.

Thoracic Surgery

This section provides a two-year approved program with training in all aspects of general thoracic and cardiac surgery. Prerequisites include internship and four years of general surgery residency (with chief residency) primarily in teaching hospitals. MCG Hospital and the adjacent VA Medical Center are utilized for training. Two residents are accepted one year alternating with one of the following year.

Urology

The urology section offers a fully approved three-year program. The minimum prerequisite is two years of general surgery. It is served at the Medical College of Georgia Hospital, the Veterans Affairs Medical Center and University Hospital. Six residents may be accepted.

Continuing Medical Education

The objective of continuing education is to preserve and increase professional knowledge and competence throughout the entire career of professional health workers. The program of continuing medical education, in close cooperation with the departments in the School of Medicine and with the Division of Continuing Education, has the responsibility for developing and presenting educational activities to assist professional health workers in maintenance and further development of their skills.

Types of Courses

1. *Symposia:* numerous courses lasting from one to five days are presented each year.

2. *Physician's continuing education series:* In several cities throughout Georgia a series of one-day medical symposia are presented each year.
3. *Special technique workshops:* workshops in laboratory, diagnostic and therapeutic procedures offer enrollees an opportunity to obtain practical experience.
4. *Interactive presentations via satellite or land lines connected to hospitals, clinics or physicians offices.*
5. *Self-learning packages:* distribution of educational materials (videotapes, computer disks, etc.) on a subscription or individual basis, designed to communicate with practitioners in a self-learning mode.

Program Announcements

Prior to each course, brochures describing the topics, faculty, meeting place, time, and registration fees are mailed to the group for whom the course was developed.

Credits

Instruction presented in this program is not designed to give credit toward specialty qualification or academic degrees. However, a record of attendance is maintained for the benefit of those who attend these courses, and AMA Category 1 hours are awarded for most courses.

The program of continuing medical education is accredited by the Accreditation Council for Continuing Medical Education, and a physician's attendance at most courses is acceptable for credit toward the Physician's Recognition of the American Medical Association.

Fees

The enrollment fees for continuing education courses are listed separately for each course.

Course Descriptions

Note: Courses numbered 500–599 are open to medical students only.

Where appropriate, course average lecture-weekly lab-course credit hours are designated, e.g. (4–2–5).

Interdepartmental

ITD 501E. Clinical Clerkship in the Department of Physiology and Endocrinology. (Special Elective) (4-2-6)

Reproductive Endocrinology (Department of Physiology and Endocrinology) will primarily involve clinical clerkship. In addition, didactic lecture material and case presentation and discussion will take place. The areas covered will include puberty, amenorrhea, galactorrhea, hirsutism and virilism, induction of ovulation and management of menopause.

ITD 506. Independent Study. (No credit)

ITD 507. Clinical Skills Interface Program. (1)

A one-week program for teaching clinical skills to new junior students.

ITD 520. Endocrinology I. (3-0-3)

Presents the principles of reproductive endocrinology with emphasis on the clinical aspects.

ITD 530. Endocrinology II. (3-0-3)

Provides the student the basic anatomy, biochemistry and physiology of the endocrine glands at a level that reinforces the introduction in Phase 1 and correlates the basic science principles in normal human physiology and endocrine diseases.

ITD 540. Introduction to Clinical Medicine. (8-0-8)

Introduces the student to selected topics in medicine, pediatrics, surgery, obstetrics and gynecology. Relates pathophysiological and biochemical abnormalities of disease processes to the clinical signs and symptoms of the disease.

ITD 550. Neuroscience. (8-4-10)

Prerequisite: First-year standing in School of Medicine.

An integrated course covering the structure and function of the human nervous system, including an introduction to clinical applications. The Departments of Anatomy, Cell and Molecular Biology, Neurology, Physiology and the Division of Neurosurgery participate.

ITD 560. Physical Diagnosis (Phase I). (2-3-3)

Teaches first-year medical students the skills for performing a routine physical examination, and application of these skills in a patient contact experience. First-year students interrelate with medical students in their clinical years, thereby providing a very relevant introduction to the clinical setting.

ITD 570. Physical Diagnosis (Phase II). (1-4-3)

Conducted in the hospital setting with students assigned in small groups to individual faculty members. Prepares the student for the clerkships of the clinical phase of medical school. Amplifies the physical examination skills acquired in the Phase I physical diagnosis course and directs these skills toward the detection of abnormal findings. Emphasizes the skills of patient interviewing and history-taking.

ITD 574. Medical Microbiology.

See course description under the Immunology and Microbiology departmental listings.

ITD 580. Human Genetics (Phase II). (2-0-2)

Provides the student with an understanding of the principles and concepts upon which current clinical genetic practice (diagnosis, treatment and counseling) is based. Covers the genetics of human populations and introduces recent and ongoing discoveries so that their future applications may be understood. Builds upon the foundation of basic material introduced in cell and molecular biology and forms a bridge to the clinical experience. The Departments of Cell and Molecular Biology and Physiology and Endocrinology currently participate.

ITD 585. Phase I Electives. ***(Variable Credit)***
Special elective courses for first-year (Phase I) medical students.

Anesthesiology

Chair: R. Crumrine; *Vice Chair:* J. Johnston; *Professors:* R. Crumrine, J. Johnston, R. Merin, J. Pruett; *Associate Professors:* C. Bittle, R. Dennison, R. Introna, D. Martin, W. Mathews, M. Wakefield; *Assistant Professors:* J Brown, R. Cassingham, S. Dubin, L. Frison, M. Hadsell, H. Jense, S. Hines, B. McClain, F. Oehrlein, T. Philpot, S. Redd, H. Sherman, R. Williams, E. Yodlowski; *Instructors:* G. Murdock, R. Oliver, T. Sprague, A. Walters.

ANS 501. Anesthesiology Four-week Clerkship.
Basic elective which involves the student in management of patients undergoing anesthesia including their pre- and post-anesthetic care. Experiences available in obstetrics, pediatrics, geriatrics, acute and chronic pain therapy, cardiothoracic, neurosurgery, ambulatory and other anesthetics fields. Both general and regional anesthesia taught. Patient care is correlated with physiologic and pharmacologic principles. Daily departmental conferences as well as lecture series for students provided. A written exam and either an oral or written presentation is required. Most students learn technical procedures related to anesthesiology.

ANS 502. Anesthesiology Fellowship. (Special Elective)
The Department of Anesthesiology has an ongoing program in basic laboratory and clinical research. Either of these areas is available for student participation, depending on the student's background and interest, as well as projects that are then current in the department.

ANS 504A. Anesthesiology Preceptorship. (Special Elective)
Clinical experience in anesthesiology in an off-campus hospital approved by the department chairman.

ANS 505. Respiratory Care Elective.
Introduction to theoretical and technical aspects of respiratory care. Emphasis is on basic pathophysiology as related to the patient's problems and the appropriate treatments. Ventilators, oxygen and aerosol therapy, blood gas interpretations and pulmonary function studies are among the topics discussed. In addition to lectures, selected patients will be used to demonstrate practical therapeutic aspects of respiratory care.

ANS 506. Obstetric Anesthesia Elective.
Introduction to the peri-operative anesthesia care of the parturient. Special emphasis on the effect of regional anesthesia on mother and baby, and on choice of anesthesia for C-section. The student will attend all teaching seminars and conferences.

ANS 507. Ambulatory Anesthesia Elective.
This elective provides exposure to anesthesia provided in an ambulatory setting. Emphasis is on safety in the anesthesia care of the outpatient. The experience includes the administration of anesthesia and the opportunity to participate in outpatient pain management. The student is expected to assist in the design of his elective experience.

ANS 509. Pediatric Anesthesia Elective.
Introduction to the peri-operative anesthesia care of infants and children. Emphasis on anesthesia care unique to the newborn and on preparation of the patient and parent for the operative experience. The student will attend all teaching seminars and conferences.

ANS 510. Pain Management Elective.
Closely supervised clinical experience in the management of acute and chronic pain. The experience includes diagnosis and treatment of chronic pain including psychologic, psychiatric, pharmacologic, anesthesia and neurosurgical modalities. The student will attend all teaching seminars and conferences.

Biochemistry and Molecular Biology

Chair: F. Leibach; *Professors:* A. Abdel-Latif, E. Abraham, R. Akhtar, T. Dirksen*, V. Ganapathy, T. Huisman, W. Karp*, F. Leibach, N. Sarkar*, D. Tuan; *Associate Professors:* V. Bhalla*, F. Carl*, L. Carter, E. Howard, A. Kutlar*, K. Lanclos, D. Lapp, G. Liou*, V. McKie*, J. McPherson*, K. Pandy, U. Pati*, D. Scott, T. Sprinkle*, T. Stoming, J. B. Whitney; *Associate Research Professor:* J. Wilson; *Assistant Professors:* E. Baysal, S. Bustos-Valdes*, J. Erbland*, F. Kutlar, K. McKie*, S. Yousufzai; *Assistant Research Scientist:* C. Cheng, Y. Miyamoto, S. Mruthinti, S. Yousufzai; *Emeritus Faculty:* S. Singal, W. K. Hall, J. Howard.

*Joint Appointments

BMB 345. Survey of Biochemistry. ***(5-0-5)***
Prerequisite: Survey course in Inorganic and Organic Chemistry.
A study of the chemical principles of living organisms. Includes the structure of biomolecules, energy-yielding processes, energy-requiring processes and transfer of genetic information.

BMB 501. Tutorial Elective in Biochemistry and Molecular Biology ***(1 to 3 months)***
Prerequisite: BMB 550
Students may elect to study specific areas in biochemistry, molecular biology and molecular biology and molecular genetics under the guidance of one or more faculty members working in that area. Arrangements to be made by the students with the members of the faculty of the department. Topic, time and credit to be arranged.

BMB 502. Research in Biochemistry and Molecular Biology.
Prerequisite: BMB 550
Students may arrange to join the research program being conducted by faculty in the Department of BMB. A list of faculty and their ongoing research projects is available in the department office. Time and credit hours to be arranged.

BMB 550. Medical Biochemistry and Molecular Biology. (9-0-9)
Covers the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism. Emphasis on medical application.

ITD 580. Human Genetics (2-0-2)
See course description under Interdepartmental Courses.

Cellular Biology and Anatomy

Chair: D. Bockman; *Professors:* D. Bockman, G. Colborn, M. Kirby (Regents), M. Mulroy, M. Sharawy,* G. Sohal, T. Swift;* *Associate Professors:* J. Barrett, R. Caldwell, T. Creazzo, T. Gale, A. Gulati, F. Lake,* D. Lause, P. McNeil, N. Odell,* J. Scholer (Adjunct), D. Sickles, T. Weidman, D. Welter, R. Wrenn; *Assistant Professors:* D. Connuck, D. Defoe, D. Galileo, T. Harrison, I. Hawkins,* W. Hill, P. Schoenlein, S. Smith, W. Voyles (Adjunct); *Research Scientist:* T. Oblak; *Assistant Research Scientist:* M. Noboru.

*Joint Appointments

ANM 300. Histology. (3-4-5)
A lecture and laboratory course on the microanatomy of cells, tissues and organs. Lectures are concerned with the cellular structure of the major organs of the body in relation to the function of the organs. In laboratory the students interpret electron micrographs and use the light microscope to study: 1) the major tissues of the body, 2) the major organs of the body, 3) important parts of the organs.

ANM 301. Basic Neuroanatomy. (3-6-6)
An in-depth study of the central and peripheral nervous system as related to functional and clinical neurology. The lecture is based upon 14 units of the nervous system from the course syllabus. The laboratory sessions consist of the study of the human brain and spinal cord, fresh sections of the brain and mounted sections of the brain. CAI (Computer Assisted Instruction) programs on neuroanatomy are used to prepare the students for the laboratory sessions and are available for independent student use and review.

ANM 310. Survey of Human Anatomy. (5-0-5)
(Fall)
The elements of human gross, histological and developmental anatomy with an introduction to the anatomy of the major organ systems of the body.

ANM 350. Musculoskeletal Anatomy. (3-9-7)
(Fall)
An in-depth study of the musculoskeletal system of the human body supplemented with correlative lectures and clinical correlation sessions. The laboratory exercise consists of dissection of the human cadaver.

ANM 331. Basic Neuroanatomy. (3-6-6)
An in-depth study of central nervous system structures and the components of peripheral nerves. The laboratory exercise consists of dissection of the human brain and spinal cord, the use of Kodachrome slides of nervous structures and mounted sections of brain tissue.

ANM 332. Systemic Anatomy. (3-9-7)
(Summer)
An in-depth study of the cardiovascular, pulmonary, digestive and reproductive systems, with a survey of head and neck and the musculoskeletal system. The laboratory exercise consists of dissection of the human cadaver.

ANM 501. Advanced Studies in Gross Anatomy. (TBA)
Prerequisite: Senior medical students only.
Intensive studies of human gross anatomy with detailed dissections of human cadaver material. The student may concentrate upon an area or areas of particular need or interest, such as head and neck, limbs, body cavities or pelvis and perineum. Discussions are encouraged between students studying different regions of the body, with respect both to review of basic anatomy and clinical applications of those data. Students are expected to explore the literature pertinent to their area(s) of interest in textbooks and journals.

ANM 550. Medical Gross Anatomy. (10-12-16)
(Fall and Winter)
Provides the first-year medical student with basic knowledge of the normal (and disordered) function of the parts of the body in the living person. Regional dissections of the entire human body are supplemented with correlative lectures, systemic overviews, clinical correlation sessions and laboratory demonstrations.

ANM 552. Medical Embryology. (3-0-3)
(Fall)
A study of the fundamental principles of mammalian embryonic development. Subject matter includes germ cell formation, fertilization, implantation, placentation and morphogenesis of the various organ systems.

ANM 553. Medical Histology. (3-6-6)
(Fall)
A study of the cells, tissues and organs of man as related to their function.

ITD 550. Neuroscience. (9-2-10)
See course description under Interdepartmental Courses.

Dermatology

Interim Chair: D. Abele; *Professors:* D. Abele; *Associate Professor:* J. Lesher; *Assistant Professor:* L. Davis.

DER 501. Dermatology Clinical Clerkship.

One-month clerkship experience on the dermatology service. Students see inpatients and outpatients at the MCG Hospital and Clinics and outpatients at dermatology clinics at Fort Gordon and VA hospitals. Students participate in dermal pathology conferences, journal clubs and basic-science seminars. Supervision provided by the full-time staff and clinical faculty of the Department of Dermatology and the dermatology housestaff. Off-campus electives may be arranged with prior approval of the faculty.

Family Medicine

Chair: J. Tollison; *Vice Chairs:* W. Caput, J. Hobbs; *Professors:* P. Fischer, M. Miller, J. Tollison; *Associate Professors:* W. Caput, P. Forney, A. Gelbart, J. Hobbs, L. Hornsby, F. Payne, T. Taylor, M. Thompson, J. Varma; *Assistant Professors:* R. Bradford, G. Brown, M. Felz, D. Ferris, J. Hendrich, L. Iwinski, P. Mongan, G. Nixon, J. Petry, W. Phillips, J. Pye, F. Rumph, S. Talbert, P. Wagner, D. Wall.

FMP 500. Basic Clerkship in Family Medicine.

This four-week clerkship provides supervised exposure to the evaluation and management of patients at the ambulatory setting of family medicine with undifferentiated health problems. The student is introduced to evaluation and management of health problems requiring hospitalization which routinely confront the family physician. The fundamentals of problem-solving in these clinical settings emphasized in all patient care encounters. Emphasis on concepts of health maintenance and comprehensive and longitudinal health care in the setting of the family.

The student's clinical exposure is provided by family practice residency programs and private group practice teaching sites. Family practice residency teaching sites are located at: Medical College of Georgia, Augusta; The Medical Center, Columbus; Memorial Medical Center, Savannah; Floyd Medical Center, Rome; and Dwight Eisenhower Army Medical Center, Fort Gordon. Group practice teaching sites are located in Augusta, Blackshear, Jesup, Villa Rica, Tifton and Moultrie, Ga. and in Edgefield, S.C.

FMP 506. Preceptorship in Family. (Special Elective)

The student may choose from preceptors in various communities across the state. These preceptors, who have been screened by the Joint Board of Family Practice, have been trained for their teaching roles. This elective provides a supervised experience in the evaluation and management of patients with differentiated clinical problems encountered in the practice of family medicine. The student participates in the office practice, hospital rounds, house calls, emergency room visits, and selected community activities.

FMP 507. Clinical and Research Elective in Family Medicine. (Special Elective)

Students wanting to pursue special educational electives with family medicine preceptors, residencies or faculty can arrange this unique experience through the Department of Family Medicine. These experiences could include: patient care, research, special projects involving psychosocial aspects of medicine, drug dependency, family therapy and other issues related to the provisions of health care to entire families.

FMP 518. The Geriatric Patient in the Nursing Home. (Special Elective)

Exposes the student to the wide variety of medical, social, psychiatric and institutionally related problems of the elderly commonly encountered by the primary care physician. The student is provided a panel of patients and participants in clinical evaluation and management under supervision of the attending physician. The student participates in morning rounds with the medical director and participates in weekly team-oriented patient care conferences. Through appropriate readings and didactic sessions the student becomes acquainted with diagnostic and management requirements of this patient population. Upon completion of this elective, the student is familiar with common geriatric problems and the approach to their evaluation.

FMP 521. Family Medicine Externship, Family Practice Residency Program, Floyd Medical Center, Rome, Ga. (Special Elective)

This elective, with the Family Practice Residency Training Program of the Floyd Medical Center in Rome, Ga., provides clinical experience in both ambulatory and inpatient settings of family practice. Concepts of comprehensive and longitudinal health care emphasized. The student participates in daily group and individual teaching sessions.

FMP 522. Family Medicine Residency Externship, The Medical Center, Columbus, Ga. (Special Elective)

Exposes senior medical students to the health care activities of a family medicine residency. The students participate in various aspects of family health care provided in the teaching program of the Department of Family Practice at the Medical Center in Columbus, Ga. Students participate in the care of family practice patients in the hospital and ambulatory setting, and are introduced to the principles of comprehensive and longitudinal health care. Family practice physician faculty and private attending staff supervise.

FMP 523. Family Practice Externship, Memorial Medical Center, Savannah, Ga. (Special Elective)

This elective at the Family Practice Residency Training Program of the Memorial Medical Center in Savannah, Ga., provides clinical experience in both ambulatory and inpatient settings of family medicine. The student participates in daily group and individual teaching sessions. The student also participates in the provision of longitudinal and comprehensive health care.

FMP 524. Family Practice Rural Medicine Externship, Warrenton, Ga. (Special Elective)

This elective in rural family medicine is provided through the Tri-County Health System, Inc., in Warrenton, Crawfordville and Gibson, Ga., which serves as a rural teaching site for the Family Practice Residency Program at the Medical College of Georgia. Supervised exposure to a population of patients with undifferentiated health problems and participation in the evaluation and management of these problems. The student becomes familiar with the uniqueness of a rural health care practice and establishes an appreciation for frequently encountered problems both acute and chronic. Includes daily group and individual teaching sessions.

FMP 527. Sub-Internship in Inpatient Family Medicine, Family Medicine Program, Medical College of Georgia, Augusta. (Special Elective)

This elective is provided through the Family Medicine Inpatient Service of the Department of Family Medicine, Medical College of Georgia. Provides in-depth exposure to the broad range of medical problems confronting the family physician in a hospital environment. The student assumes the primary medical care responsibilities for patients on the service and is supervised by family medicine faculty and senior family medicine residents. The student participates in all phases of patient evaluation—from admission to discharge planning.

FMP 530. Family Medicine and Family Therapy, Department of Family Practice, The Medical Center, Columbus, Ga. (Special Elective)

This rotation allows students to increase their knowledge of family systems theory and to gain skill in its application in the practice of family medicine. Emphasis on acquisition of specific skills to evaluate families and plan treatment strategies. Emphasis also on the integration of family therapy knowledge and skills into routine medical care and the care of families with psychosomatic problems, life-cycle transition stresses or problems produced by illness or medical treatment. The student evaluates families in the hospital, Family Practice Center, and the Family Stress Clinic.

FMP 550. Clinical Epidemiology and Community Medicine

Provides a working knowledge of basic principles of epidemiology essential to both interpreting the medical literature and to understanding decision-making in clinical practice. In addition, this course will: (1) familiarize students with the public health perspective, i.e., looking at issues of health and disease in populations as well as in individual patients; (2) acquaint students with community resources for health care and how to use resources in planning comprehensive care for their patients.

FMP 555. Clinical Problem-Solving in Family Medicine.

An introduction to the concepts and skills necessary for clinical problem-solving in the setting of family medicine. Emphasis on both patient and family health evaluation and management. Further emphasis on the concepts of the provision of comprehensive and continuous health care to an unselected population of patients found in family medicine.

Humanities

Chair: R. Moores; *Professor:* R. Moores; *Associate Professor:* R. Martin.

HUM 505. Special electives for individuals may be arranged.

HUM 506. Philosophy and Medicine.

Investigates the philosophical structure, methodologies and basic presuppositions of medical research and practice. Examples of alternative topics to be examined might include empiricism and clinical awareness, the scientific community and the validity of research, the historical development of the science of medicine, the logic of the scientific method, fact and faith in the scientific world view, and/or others of interest to student and instructor. Methods of instruction include readings, vigorous discussion and optional camping field trips.

HUM 507. Ethical Issues in Medicine.

Participants will explore some of the most significant and interesting problems arising out of the practice of medicine using the tools of ethical analysis. The selection of specific issues will depend upon the mutual discretion of student and instructor. Examples might include such general topics as informal consent, human experimentations, reproduction, the patient-physician contract, health care distribution, organ transplantation, care of the dying and so forth. The course will consist of cooperative research in library and clinical settings.

HUM 510. Law and the Physician.

Prerequisite: Please confirm with instructor when enrolling.

Issues in law which specifically concern the practicing physician, such as professional responsibility (malpractice), expert testimony, informed consent, criminal statutes relating to medicine, the business of practice, forensic medicine, insurance taxation and other topics selected by students and instructor. The instructional methods include in-depth discussion, research, and clinical application. This course lasts one month and is offered monthly.

HUM 550. Humanities.

Focuses on several important areas of concern to the physician which are not dealt with in the scientific curriculum. Issues such as the relationship between medicine and law; religion and philosophy; biomedical ethics; death, dying and grief are some of the areas covered.

Immunology and Microbiology

Interim Chair: G. Brownell; *Professors:* G. Best, G. Brownell, F. Garver, L. Hodge, N. Sarkar; *Associate Professors:* G. Faguet, N. Nair, A. Resse, G. Schuster; *Assistant Professors:* S. Henry, C. Kiefer, R. Shimp; *Assistant Research Scientist:* S. Mruthinti.

IMMB 310. Introductory Medical Microbiology. (5-0-5) (Spring)

Prerequisite: Recent college biology or permission of coordinator

A lecture course designed to introduce allied health and

nursing students to the nature of microorganisms and immune mechanisms. Includes morphology, physiology and taxonomy of microrganisms, with an emphasis on the characteristics and properties of medically important bacteria, viruses, fungi and selected parasites.

ITD 574. Medical Microbiology. ***(15-2-17)***
A two quarter lecture course with laboratory and conferences. This course covers immunology, general microbiology, the biology of infectious agents and infectious disease. Selected aspects of diagnosis and treatment of infectious disease is also considered.

Medicine

Chair: J. Hardin; *Vice Chair:* D.Rahn; *Professors:* D. Abele*, J. Bailey, E. Bransome, A. Carr, R. Caruana, B. Chang, W. Chew, B. Chaudhary, W. Davis, I. D'Cruz, A. Dennis, D. Dunlap, L. Ellison, G. Faguet, N. Flowers, M. Frank, G. Garrison, J. Griffin, L. Horan, T. Huff, T. Huisman*, T. Kiernan, T. Kuske, J. Lunn, L. Lutcher, H. Mealing, H. Middleton, R. Moores, M. Morgan, J. Rissing, D. Rutlen, J. Sanders, B. Schuman, M. Singh, W. Speir, M. Sridharan, M. Stachura, C. Stafford, F. Tedesco, P. Webster, R. Weinstein, B. Wray; *Professor Emeritus:* D. Feldman, E. Feldman, J. Hudson, V. Moore, R. Payne, A. Witham; *Associate Professors:* H. Althisar, A. Bowen, G. Carl*, B. Catto, R. Cormier, L. Cregler, P. Dainer, W. Dolen*, R. Fincher, J. Fisher, J. Ginsburg*, C. Gross, M. Guill*, J. Hennecken, R. Jarvis, H. Killam, R. Kolbeck, A. Kutlar, D. Loebl, M. Logan*, S. Nelson, L. Prisant, A. Roberts, D. Smith, M. Tenholder, D. Ward; *Assistant Professors:* J. Agee, T. Albritton, L. Callahan, W. Curtis, L. Davis*, C. DuPre, J. Elms, F. Ewald, R. Field, M. Fincher, J. Greene, T. Hartney, J. Hertel, D. Hess*, M. Jackson, T. Jackson, R. Jerath*, L. LaHatte, S. Leonard, R. Lovell, C. Meyer*, A. Mulloy, L. Mulloy, C. Newman, T. Nolan*, C. Pallas, U. Pati, N. Rupp, C. Richards, S. Sanal, M. Sharon, J. Smith, Y. Takeda; *Instructors:* J. DuPre, A. Suwa; *Assistant Research Scientist:* Z. She.

*Joint Appointments

MED 500. Basic Clerkship in Medicine.
A three-month medical clerkship providing fundamental skills and knowledge of internal medicine. Students learn to obtain and evaluate information regarding patients by participating in the health care team in the in-patient and ambulatory settings. Emphasizes basic approaches to solving problems as illustrated by patients seen by the student.

The 12-week rotation is divided into 3 one-month blocks which are spent at the MCG and VA hospitals as well as Memorial Medical Center, Savannah, Ga. Eisenhower Army Medical Center, Fort Gordon, Ga. and Georgia Baptist Medical Center, Atlanta, Ga. Block months in the ambulatory setting at MCG, Memorial Medical Center and Ga. Baptist are also available. Scheduled June, September, December and March.

MED 501. Substitute Internship at VA Medical Center.
MED 502. Substitute Internship at VA Medical Center.
Students function essentially as interns on the general medicine wards at the Veterans Affairs Medical Center. The student alternates admissions with the other interns and does the usual intern evaluation and treatment. Supervision by the resident and faculty attending physician. The substitute interns make work rounds, attending rounds, and attend morning report. Noon conference and other subspecialty functions are also attended electively. The VA Medical Center Substitute Internship offers in-depth experience with a large variety of common medical disorders, and the substitute intern gains skills and proficiency in the patient evaluation and treatment arena.

Med 503. Substitute Internship at University Hospital.
Students function essentially as interns, except that orders on charts must be countersigned. The student participates in rounds, conferences, clinics and wardwork. The clinical faculty of the Department of Medicine serves as the primary faculty for this course. The acting interns' on-call schedule will be identical to that of the ward team.

MED 504. Substitute Internship at Eisenhower Army Medical Center (Fort Gordon).
The student will participate in rounds, conferences, clinics, and wardwork. The staff of the hospital will serve as faculty for this course. Students will be assigned to the internal medicine ward services. A maximum of three students can be assigned to internal medicine. The on-call schedule for the student will be identical to that of the ward team.

MED 506. Rheumatology.
A clinical multidisciplinary experience in the rheumatic diseases with a basic core of material pertinent to major diseases in this area; experience with consulting and clinical material. Special desires for more defined endeavor by the student will be considered.

MED 507. Acting Internship at MCG Hospital.
Students essentially function as a third intern on the team, admitting patients in sequence with the interns and working directly under the resident. Acting interns will be expected to attend all conferences the interns attend. The acting intern will complete the initial work up and determine the treatment plan in conjunction with the resident, and as the primary care physician for his/her patients under supervision by the resident and attending faculty physician. The acting interns on call schedule will be identical to that of the ward team.

MED 508. Hematology-Oncology.
Provides the basics in clinical hematology and medical oncology. In-depth study of blood and marrow morphology is emphasized. An approach to diagnosis and management as well as general principles of cancer chemotherapy stressed. The importance of interdisciplinary cancer decision-making (internist, surgeon, radiation support) emphasized. A half-day clinic experience each week emphasizes the diagnosis and therapy of common hematologic and oncologic disorders.

MED 509. Renal Transplant Elective.
The student learns fundamental transplantation immunology and a practical approach to renal transplant patients. Emphasis on evaluation of patients in the outpatient transplant clinic as well as hospitalized transplant patients. Opportunity to observe renal transplantation in the operating room. The medical-surgical multidisciplinary approach to transplantation stressed.

MED 510. Rehabilitation Medicine at Walton Rehabilitation Hospital.
The student learns general principles of rehabilitation medicine in the hospital setting in addition to participation in a multidisciplinary approach to treatment of patients undergoing rehabilitation. The student has some clinical responsibility for patients admitted to the hospital and follows them through their rehabilitation.

MED 511. Clinical Cardiology-Savannah
Students participate in daily ECG instruction and cardiovascular evaluation of all service consultations and daily rounds, including rounds on private patients when appropriate. Supervised participation in the weekly cardiac clinic, opportunity for observation of cardiac catheterization procedures, deep line placement (especially pulmonary artery balloon catheters), pericardiocentesis and non-invasive procedure, including exercise testing, with emphasis on echocardiography are included. Students will attend all medical education programs, including daily noon conferences, Friday Grand Rounds and Wednesday morning House Staff Conference. Students may participate, if time permits, in general medical morning report and/or attending rounds.

MED 512. Nephrology.
Experience in clinical nephrology through participation in inpatient consultations, three to four student-teaching conferences per week, and weekly general nephrology outpatient clinic, uremia conference, biopsy conference and general nephrology conference.

MED 513. Cardiology Consultation Service.
Concentration on consultative cardiology and electrocardiographic interpretation. Clinical emphasis on physical diagnosis of cardiovascular diseases. Students also familiarize themselves with the indications, usefulness and limitations of special procedures such as echocardiography, phonocardiography, stress testing and vectorcardiography.

MED 515. Cardiology at Eisenhower Army Medical Center (Fort Gordon).
Provides basic knowledge in the problems of heart disease and its complications. Students participate in the care of patients in the Intensive Care Unit as well as on medical wards and outpatient service. They also spend time understanding and reading electrocardiograms, vectorcardiograms and phonocardiograms.

MED 516. Cardiology at VA Medical Center (Acting Internship).
Concentration on direct patient care and management based on sound approaches to cardiologic diagnosis. Students participate in the care of CCU and ward patients as well as outpatient follow-up. Experience in exercise testing, ECG interpretation and exposure to other graphics. The on-call schedule is identical to that of the ward team.

MED 517. Gastroenterology at MCG Hospital and Clinics.
Provides an understanding of clinical aspects of diseases of the digestive system, including endoscopy, interpretation of gastrointestinal X-rays, biopsies and laboratory tests. Consists of rounds, conferences and clinics at the MCG Hospital.

MED 518. Clinical Cardiology.
Serves as an extern to one physician practicing cardiology. Involves diagnostic work-ups, rounding on hospitalized patients and training in the use of invasive and non-invasive techniques of patient study including EKG, fluoroscopy, treadmill, echocardiography, external pulse recordings, cardiac catheterizations. An eight-bed coronary care unit is heavily utilized and emergency procedures are stressed.

MED 520. Pulmonary Diseases at MCGH.
Provides experience in consultative pulmonary medicine. Emphasis on clinical evaluation of patients with chest diseases with special attention to the interrelationships of pathological changes in the lungs to altered lung function. Experience in interpretation of chest roentgenograms, pulmonary function tests and arterial blood gases. Selected major topics in pulmonary medicine covered in a twice-weekly lecture series and weekly pulmonary conference.

MED 522. Infectious Disease.
Experience in the clinical diagnosis and management of patients with infections, interpretation of specimen stains, cultures and sensitivity data and the appropriate use of antimicrobial agents. The elective consists of rounds and conferences at the MCG Hospital and Clinics, VA Medical Center, Dwight David Eisenhower Army Medical Center and University Hospital. On-call availability required. Students may elect which hospital with preferences honored if possible.

MED 522UH. Infectious Diseases.
The student spends four weeks working one-on-one with an infectuous disease attending at University Hospital. Duties include management of in-house consults and participating in the care of office patients. Additionally, the student attends the Wednesday ID clinic and sees consults for the staff service. Didactic instruction is provided daily. The student attends the Friday ID conference and other conferences as appropriate.

MED 523. Nutrition.
The student gives comprehensive inpatient and outpatient medical care as part of a nutrition team. Students is preceptored by a faculty team of attending, resident physicians, fellows and nutritionists. Experience in the use of enteral and parenteral nutrition support. Emphasis on difficult management problems in nutrition support such as renal failure, hepatic failure, and the metabolic complications of TPN, as well as nutritional and medical management of chronic diseases such as obesity and hyperlipidemia and treatment of nutritional deficiencies. Weekly lipid and nutrition clinics.

MED 524. Electronics as Applied to Medicine.
Fundamental knowledge of simple electronic circuits. Discussion on application of electronics in cardiology, electrophysiology and biochemistry. Stresses pitfalls and limitations in use of electronic measurements systems.

MED 525. Preceptorship in Internal. (Special Elective)
Clinical preceptorships spent working closely with members of the clinical faculty of the Department of Medicine can be arranged. Each student accompanies the preceptor in his office and hospital functions during the period of the elective.

MED 527. Critical Care Medicine (VA ICU).
A primary care elective with patient-care teaching in all aspects of critical care. Especially valuable to those interested in surgery, anesthesia or medicine. Works with a critical-care team: intern, resident, fellow, staff.

MED 528. Off-Campus Elective. (Special Elective)
Special arrangements can be made for elective periods of one to two months in the Department of Medicine at other medical schools and teaching institutions. These electives can be spent in general internal medicine of medical subspecialties.

MED 529. Research Elective in Medicine (Special Elective).
Participation in research programs conducted by members of the faculty of the Department of Medicine. Arrangements to be made by the student with a member of the faculty.

MED 531. VA Ambulatory Care Elective..
A one-month elective ambulatory care experience at the VA Medical Center. The rotation allows the student access to a wide range of outpatient ambulatory disorders with emphasis on internal medicine problems (especially hypertension, non-insulin dependent diabetes, COPD and coronary atherosclerotic heart disease). Maximum attending exposure is provided with a weekly didactic conference centering on selective topics in ambulatory care.

MED 532. Advanced Clerkship at Savannah Memorial Hospital.
Advanced medical clerkship in internal medicine. Includes work-up of patients with hospital and clinic attendance on rounds and at conferences. Teaching is done by full-time faculty and practicing physicians.

MED 534. Advanced Clerkship at Georgia Baptist Hospital. (Special Elective)
The Department of Medicine at Georgia Baptist Hospital in Atlanta, Ga., offers a clerkship in internal medicine for senior students interested in general internal medicine, cardiovascular or pulmonary medicine and gastroenterology. Two clerkships are offered for any given period of time and involve evaluation and management of patients—both inpatient and outpatient. The program, to include conferences, rounds and seminars, is directed by full-time department physicians in internal medicine.

MED 535. Hypertension.
Exposes the student to office/clinic medical practice (a minimum of hospitalized patients and inpatient hospital consults) involving hypertensive-volume-perfusion-hypertrophic-hyperplastic vascular disorders (HVP-HVD). Patients are selected on the basis of high blood pressure. Vascular endothelial-smooth muscle cell abnormalities involving resistance arterioles and conduit arteries cause the pathophysiologic clinical syndromes related to hypertension and atherosclerosis. Genotype and phenotypic expressions are very much involved in risk factors such as economics, diet (lipids, sodium, potassium, calcium, calories), nicotine and alcohol. The clinical syndromes relate to hypertrophy of myocytes, left ventricular remodeling, and abnormalities in organ-tissue perfusion (ischemia-hyperemia). Diabetes mellitus, obesity, and lipid abnormalities are also involved. The student learns to assess patients and becomes familiar with the many diets and the clinical pharmacology and use of drugs used to control high blood pressure, lipid abnormalities, obesity and diabetes mellitus. The natural history and effect of treatment on some of the patients spans 15 to 20 years.

MED 536. Nephrology—VA Medical Center.
Experience in clinical nephrology predominantly through evaluation and management of inpatient consultations, with emphasis on electrolyte problems, acute and chronic renal failure. Teaching conferences and seminars held in conjunction with MED 512. Some of these are alternated between the two hospitals, others are based at MCG Hospital throughout, but scheduled so as not to conflict with VA activities. Includes some outpatient experience at the VA Renal Clinic.

MED 537. Diabetes Camp Elective.
The diabetes camp elective is offered as a special metabolic and endocrine disease elective once or twice yearly in cooperation with the Georgia Diabetes Association. Since 1971, the GDA has operated a camp for diabetic children 9 to 15. The metabolic and endocrine service at MCG provides physician support for the camp, in cooperation with faculty from Emory, Mercer and practicing diabetalogists in the Atlanta area. Students spend the week in residence at the camp, intimately involved in the day-to-day care of the children. Didactic sessions are given before the camp. The rest of the elective is spent on the metabolic and endocrine disease service. The camp provides a unique opportunity for close observation and treatment of patients with insulin dependent diabetes.

MED 538. Clinical Cardiology—Humana Hospital, Augusta.
The student serves as an extern to two physicians engaged in the group practice of cardiology. Involves diagnostic work-up, rounding on hospitalized patients and training in the use of invasive and non-invasive techniques of patient study including EKG, fluoroscopy, treadmill, echocardiography, nuclear cardiology studies, Halter studies, pacemaker insertion and cardiac catheterizations. An eight-bed coronary care unit and telemetry unit are heavily utilized and emergency procedures are stressed.

MED 539. Pulmonary/Critical Care in Private Setting.
The student rounds with attending physicians on patients in the Augusta hospitals. He participates in the initial evaluation

and treatment of patients in the critical care units as well as consultations, routine admissions and procedures where appropriate. Discussions and a reading list allow the student a well-rounded experience in pulmonary/critical medicine. The student's interests will shape the program to an individualized clerkship. Pulmonary function testing, pulmonary metabolic stress testing, bedside metabolic testing, bronchoprovocation, sleep study analysis, bronchoscopy, thoracentesis and percutaneous needle biopsies of the analysis, bronchoscopy, thoracentesis and percutaneous needle biopsies of the lung are some of the areas available for exposure.

MED 540. Pulmonary Medicine—VA Medical Center.
A consult service elective featuring the full gamut of pulmonary diagnostic techniques, emphasis on pathophysiology and its application to patient care.

MED 541. Pulmonary/Medical Critical Care.
Provides experience in intensive care medicine. Emphasis on clinical evaluation and management of patients requiring mechanical ventilatory support, hemodynamic and ventilatory monitoring and overall care of critically ill patients in the intensive care unit.

MED. 542. Clinical Endocrinology (Medicine) at Savannah.
Students will have exposure to clinical endocrinology and diabetes mellitus both in a hospital setting and in private practice. Inpatient consultations and ambulatory clinics at Memorial Medical Center are the primary activities of the elective. Students will also be involved in the evaluation and follow-up of patients in the private office setting. Thyroid, adrenal, parathyroid, pituitary, gonadal, reproductive diseases, electrolyte disturbances and diabetes will be discussed.

MED 543. Pulmonary Elective for Senior Students at Eisenhower Army Medical Center (Fort Gordon).
Exposure to all facets of acute and chronic pulmonary diseases. Inpatient and outpatient consultations performed under the supervision of the Pulmonary Disease Officer. The student participates in the evaluation of patients for bronchoscopy and observes that procedure. Students exposed to the fundamentals of a sophisticated pulmonary laboratory and learn the basic interpretation of pulmonary function tests. The student participates in teaching conferences involving the pulmonary disease service.

MED 544. Gastroenterology at Eisenhower Army Medical Center (Fort Gordon) for Senior Medical Students.
The student participates in all aspects of the gastroenterology service, including inpatient and outpatient consultations, and observes GI procedures such as gastroscopy, colonoscopy, laparoscopy. The student is taught proctoscopy in the weekly proctoscopy clinic. Basic GI physiology and pathophysiology stressed. The number of patients seen is limited and the student provides references appropriate for each case evaluated. A reading syllabus covering basic GI physiology is provided. The student gives a 15-minute seminar once a week on a topic of his choice covering an area of basic physiology, and attends GI Journal Club and GI Pathology conferences Thursday afternoons at MCG.

MED 546. General Internal Medicine Preceptorship
Students are exposed to outpatient medical problems including intra-office consultations from neurosurgeons, plastic surgeons and general surgeons. Includes participation in procedures such as flexible signoidoscopy, exercise stress testing and pulmonary function testing. Students will make daily rounds with the physician in the hospital including intensive care patients, general ward patients and patients in the hyperbaric oxygen unit. The schedule and emphasis will be tailored to the students interests.

MED 548. Clinical Endocrinology (Medicine).
Consultations at the MCG Hospital and VAMC usually in collaboration with a medical resident. A limited amount of primary care of hospital inpatients and attendance at Diabetes Clinic (MCG) Metabolic-Endocrine Clinic (MCG) and Endocrinology Clinic (VAMC). The review of these cases is with an attending physician and provides the setting for teaching in the areas of diabetes, diseases of the thyroid developmental problem, virilization and electrolyte disorders. Didactic material (core lectures) are given several times a week in a two-month cycle in coordination with ITD 501E. Students attend and make case presentations at interdepartmental rounds on Friday afternoons. Students encouraged to read the relevant clinical literature.

MED 549. Clinical Cardiology (Private Service).
Exposure to clinical cardiology in a hospital setting and in the office. Includes evaluation of new patients as well as management of routine follow-up of physical examinations and discussion of acceptable methods of therapy. Includes familiarization with treadmill exercise testing. This group of physicians has a two-dimensional sector scanner in the office, so the student is exposed to both M-Mode echocardiography and two-dimensional sector scanning and Doppler-Echo technique. An average of from eight to 10 cardiac catheterizations at University Hospital per week are performed and the student becomes familiar with the techniques and indications of the procedure. He also watches angioplasty and Streplokinace infusion.

Senior medical students evaluate a patient in the office and follow his activity both as an outpatient and through a hospital admission to include certain diagnostic tests and after bypass surgery.

MED 551. Diabetes Elective in Birmingham.
The Diabetes Clinic of Medical Center East is a unique facility designed to deliver state-of-the-art comprehensive diabetes care. The student will be expected to participate in all aspects of clinical care in the ambulatory and in-patient settings. The student will be able to assist with clinical procedure and help design individualized treatment plans. Procedures performed in the clinic include: exercise stress testing (peripheral and autonomic), pulmonary function tests, flexible sigmoidoscopy, hyperbaric and whirlpool therapy, as well as ophthalmologic and periodontal evaluations. In addition to patient care responsibilities the elective includes didactic sessions, conferences and self-teaching modules.

MED 552. Nephrology Service at DDEAMC Fort Gordon, Georgia.

The student will participate in rounds, conferences, clinics and ward work. The staff of the Nephrology Clinic will serve as faculty for this course. Inpatient and outpatient consultations will be performed.

MED 553. Applications of Computers in Medicine.

Students with any level of expertise learn about the applications of computers in medicine, conduct a study of applications of interest to them and turn in a brief description of the results. Projects may include evaluations of software or hardware, development of a computer program, a report of particular applications, etc.

MED 554. Internal Medicine at Humana Hospital (Private Service).

The student participates in the outpatient and inpatient delivery of private medical care. Emphasis on diabetes, pulmonary disease, cardiovascular disease and infectious disease. The student works one-on-one with private attendings and participates at a high level in patient management and procedures related to the practice of general internal medicine and its subspecialties.

MED 555. Ambulatory and Consultative Internal Medicine Service.

The student will participate in all aspects of general internal medicine to include outpatient consultations and procedures. The number of patients will be limited and the student will be expected to provide references appropriate for each case he evaluates. The student will be expected to attend all internal medicine conferences.

MED 556. Endocrinology Service at Eisenhower Army Medical Center.

The student will participate in rounds, conferences, clinics and ward work. The staff of the Endocrinology Clinic will serve as faculty for this course. Inpatient and outpatient consultations will be performed.

MED 558. Medical Intensive Care at EAMC.

Primary care acting intern experience in the ICU setting. Acting intern provides primary care for up to three patients under the supervision of a resident and attending physician. Call schedule is every fourth night; rounds on Saturday and Sunday required.

MED 559. Ambulatory Medicine-Savannah.

One-month elective in the ambulatory medicine clinic designed for the student who may be interested in primary care. Special emphasis is placed on the investigation and proper management of the major medical problems encountered in the outpatient setting. This experience mainly employs general medicine clinics, as well as a varienty of subspecialty medicine clinics designed to simulate a private practice setting.

Neurology

Chair: T. Swift; *Professors:* J. Carroll, D. Feldman, E. Feringa, B. Gallagher, P. Hartlage, D. King, T. Swift, T. Thevaos; *Associate Professors:* R. Adams, F. Carl, M. Cohen, A. Fischer, D. Loring, J. McCord, K. Meador, F. Nichols, M. Rivner, K. Sethi, T. Sprinkle; *Assistant Professors:* R. Craft, D. Hess, A. Murro; *Research Associate:* J. Trefz.

NEU 500. Basic Clerkship in Neuroscience.

Provides an introduction to general neurology through direct supervised management. The acquisition of basic skills in history-taking and physical diagnosis of neurological patients is stressed. Emphasis is on assimilation of historical information and physical findings to arrive at a diagnosis of an existing neurological lesion. The recognition and management of neurological emergencies is included. The use of diagnostic modalities is stressed.

NEU 501. Acting Internship in Adult Neurology. (Special Elective)

A primary care elective. The student is responsible for neurological inpatients, participates in rounds, conferences and assists with the diagnostic procedures involving his patients. The student participates in the on-call rotation with other housestaff.

NEU 502. Consultation and Clinics in Adult Neurology. (Special Elective)

An introduction into decision-making in neurology. The student attends adult neurology clinics and participates in the direct evaluation of patients on the consultation service. The student examines and evaluates a wide range of neurological problems. A close working relationship with the neurology attending faculty allows maximal learning potential.

NEU 519A. Clinical and Research Elective in Neurology.
NEU 519B. Clinical and Research Elective in Neurology.
NEU 519C. Clinical and Research Elective in Neurology. (Special Elective)

In these electives the student concentrates on a specific area of neurology. Clinical responsibility and/or research opportunities are available. In most instances, the specific program can be tailored to the interests and needs of the student. These electives must be arranged with the individual preceptor at least two months prior to the beginning of the rotation.

On-campus electives that are available include: EEG evoked potential; epilepsy; electromyography; neurochemistry research; neuromuscular disease; neuropharmacology; stroke neurosonology and cerebrovascular disease; neuropsychology; and neurobehavior. Other on-campus electives may be arranged with an individual preceptor.

NEU 522. Research Elective in Neuromuscular Disease. (Special Elective)

The student spends time in clinic and laboratory studying various aspects of muscle metabolism. Both laboratory and clinic are supervised by faculty in child neurology.

NEU 523. Clinical Neurology Preceptorship.

The student participates in the initial evaluation, work-up and care of both inpatients and outpatients in a private neurology setting. The inpatient care is primarily at Northeast Georgia Medical Center. The medical center has a full neuroradiology capability and a neuroradiologist on staff. A complete clinical neurophysiology, i.e., EEG's, cerebral evoked potentials. EMG's are extensively used and the student is exposed to these procedures. Students attend an accredited category-one CME meeting each Friday as well as a tumor conference every other Wednesday morning.

ITD 550. Neuroscience.

See course description under Interdepartmental Courses.

ITD 560. Physical Diagnosis (Phase I).

See course description under Interdepartmental Courses.

Obstetrics and Gynecology

Chair: D. Sherline; *Professors:* L. Devoe, D.G. Gallup, G. Holzman, P. McDonough, D. Sherline, R. Smith, B. Work; *Associate Professors:* I. Khan, R. Maier, L. Plouffe, S. Tho; *Assistant Professors:* L. King, K. Kline, M. Messing, G. Whitman; *Instructor;* D.C. Gallup.

OBG 500. Basic Clerkship in Obstetrics and Gynecology.

This required basic six-week clerkship combines inpatient and outpatient experience in human reproduction. About half of all students will be at MCG where they will spend three weeks on obstetrics and three weeks on a gynecology service. Some students may draw assignments at (1) Memorial Medical Center in Savannah; (2) Georgia Baptist in Atlanta; (3) Dwight David Eisenhower Army Medical Center at Fort Gordon; (4)University Hospital in Augusta for their clinical experience in obstetrics and gynecology.

OBG 501. Obstetrics and Gynecology. (Special Elective with Hospital Medical School)

This senior elective is offered by arrangement with various hospitals and medical schools in the United States and overseas. Designed to fit each student's particular needs and may be either clinically oriented or research oriented.

The student must obtain a letter of acceptance stating who will be the supervisor and evaluator. A curriculum vitae showing OB-GYN training of the supervisor is required. Formal evaluations required.

OBG 503. Substitute Internship in Obstetrics and Gynecology. (Special Elective at University Hospital)

The senior elective is offered at the University Hospital where the student works under the supervision of the Medical College of Georgia residents and clinical faculty on the ward service. The student is given responsibility for the evaluation and care of patients consistent with demonstrated abilities.

OBG 505. Research Laboratory. (Special Elective at MCG)

The student designs original studies or pursue ongoing research projects in either the biochemical or biophysical assessment laboratories. This elective is flexible and can be tailored to the specific interests of the student.

OBG 506. Maternal-Fetal Medicine. (Special Elective)

This is a clinically oriented block of time during which the student participates in the antepartum, delivery and postpartum care of high-risk obstetric patients. Responsibilities are those of a subintern working closely with the OB housestaff, including night call in labor and delivery. The student also presents cases at the clinical conferences dealing with high-risk pregnancies and is responsible for assigned reading material.

OBG 507. Elective in Reproductive Endocrinology and Genetics at MCG. (Special Elective)

The students participate in the Reproductive Endocrinology and Genetics Clinic at the Medical College of Georgia. One day a week is devoted to prenatal diagnosis and preconceptional genetic counseling. Two days a week will be devoted to infertility surgery. Two days a week are devoted to the management of patients, singles or couples, with reproductive endocrine problems, including in-vitro fertilization. The general diagnostic areas covered are: evaluation, diagnosis and management of couples with infertility, diagnosis and management of menstrual dysfunction, diagnosis and management of androgen overproduction, a knowledge of gross and microscopic pathology relating to reproductive endocrinology, observation of reconstructive and reparative surgery involving congenital and acquired defect of the female genital tract, basic knowledge of the pharmacology of hormones, and preconceptional and genetic counseling along with prenatal diagnosis and in-vitro fertilization.

OBG 509. Elective in Gynecologic Oncology. (Special Elective)

The student participates in all aspects of gynecologic oncology to include exposure to radical gynecologic surgery, the use of specialized instruments in female genital cancer, such as the LASER and the administration of chemotherapy.

Clinic time consists of examining patients under supervision, who are pre-treatment or post-treatment gynecologic oncology patients. Students observe the use of colposcopy, cryotherapy, outpatient cystoscopy and special biopsy procedures involving the female genital tract cancers and their precursors.

An opportunity to participate in clinical research will be provided.

OBG 510. Elective in Benign Gynecology. (Special Elective)

The student participates in the management of outpatient gynecology patients in an expanded manner. The student performs diagnostic procedures such as vulvar and endometrial biopsies and have exposure to urodynamics and the care of the patient with incontinence.

On the ward, the student is assigned selected patients and

is responsible for preoperative and postoperative patient management. These patients are followed to the operating room and include both vaginal and abdominal gynecologic procedures.

An opportunity to participate in clinical research will be provided and is strongly encouraged.

OBG 512. Obstetrics and Gynecology (Georgia Baptist, Atlanta, Ga.). (Special Elective)

The senior student is assigned responsibility for the evaluation and care of obstetric and gynecologic patients under the supervision of the resident physician and staff physicians.

Ophthalmology

Chair: M. Luxenberg; *Professors:* K. Green, D. Hull, M. Luxenberg; *Associate Professor:* R. Bell, G. Liou; *Assistant Professors:* G. Bradford, R. Summerer.

OPH 501. Ophthalmology Clerkship. (Advanced Course—Clerkship)

The student participates with the residents and faculty in their daily departmental activities. This includes seeing and evaluating patients with the residents and faculty, participation in work rounds, conferences and lectures and observation of some surgical procedures.

OPH 502. Ophthalmology Research Elective. (Special Elective)

An area of mutual interest to the student and faculty supervisor will be selected. The student outlines his research project with literature references and carries it out under supervision. A written report on the project is required at the end of the elective period.

OPH 503. Ophthalmology Off-Campus Experience. (Special Elective)

Special arrangements can be made for elective periods of one or two months in a Department of Ophthalmology at another medical school in the United States to study some phase of ophthalmology such as ophthalmic pathology, neuro-ophthalmology, etc. Written approval must be obtained in advance from both the MCG Department of Ophthalmology and the department where the elective is to be taken. A resume of work done is turned in to the MCG Department of Ophthalmology at the end of the rotation, and a letter of evaluation from the supervising department is required.

Pathology

Chair: A. Chandler; *Professors:* C. Baisden, A. Chandler, F. Chandler, R. Gerrity, J. Krauss, L. Mills, P. Milner, R. Rao, J. Teabeaut; *Associate Professors:* W. Allsbrook, C. Chamberlain, J. Crosby, D. Falls, C. Pantazis, K. Satya-Prakash, J. Steele, F. Yaghmai. *Assistant Professors:* R. Altman, L. Cook, B. Edwards, P. Larison, K. Roper, M. Saltz; *Instructor:* G. Rinker.

PTH 502. Current Autopsy Case Studies. (Special Elective)

Students study human disease by thorough autopsy investigation.

PTH 504. University Hospital Pathology Laboratory. (Special Elective)

Offerings in most phases of the practice of pathology including surgical pathology, autopsies, hematology, blood banking, chemistry, bacteriology, immunopathology, cytology and radioisotopes.

PTH 507. Surgical Pathology. (Special Elective)

Participation in all activities of surgical pathology. Limited responsibility under supervision is commensurate with ability.

PTH 509. Teaching Elective in General and Special Pathology. (Special Elective)

Individual programs arranged for teaching of pathology during Phase II using the case-teaching seminar method. During June, July and August, the elective consists of case study and preparation of teaching materials from autopsy and surgical pathology.

PTH 511. Transfusion Medicine. (Special Elective)

Basic instruction in immunohematology, blood component therapy, apheresis techniques, autologous and homologous donation methods, and participation in consultations. Specific activities tailored for special areas of interest. Rotation at a community blood center and other special projects can be arranged.

PTH 512. Special Techniques in Diagnostic Pathology. (Special Elective)

This elective provides a basic understanding of current and potential diagnostic/research applications of special methods used as second-level tests to resolve differential diagnoses in diagnostic pathology, including immunopathologic, in-situ nucleic acid hybridization and molecular biologic techniques.

PTH 513. Cancer Cytogenetics. (Special Elective)

Program designed to acquaint students to cancer cytogenetics and its clinical application in the management of the cancer patient. Students will learn modern cytogenetic techniques.

PTH 514. Pathobiology of Atherosclerosis (Special Elective)

Study of the pathobiology of atherosclerosis and the current state of knowledge used to examine mechanisms involved in the initiation and progression of this important disease process.

PTH 515. General Clinical Pathology Laboratory. (Special Elective)

Practical application of clinical laboratory methods and evaluation of results. Opportunity to learn the techniques of hematology, microbiology, clinical chemistry, microscopy, immunohematology and blood banking.

PTH 519. Basic Neuropathology. (Special Elective)
Basic elective for students who intend to choose pathology, neurosurgery, neurology or other neurological science-related fields as a subspecialty in a medical career.

PTH 520. Introductory Electron Microscopy. (Special Elective)
Learning techniques employed in biological electron microscopy and their applications to teaching and research pathology.

PTH 522. Renal Biopsies. (Special Elective)
A clinical-pathological study of renal biopsies.

PTH 524. Off-Campus Special Elective in Anatomic and Clinical Pathology. (Special Elective)
Work in selected areas, including surgical pathology, autopsy, hematology, blood banking and microbiology in specified programs arranged with the offering pathologists. Students participate in intra- and interdepartmental conferences.

PTH 526. Coagulation and Hemostasis. (Special Elective)
Students learn the techniques of a coagulation and hemostasis laboratory and their relevance to clinical medicine. Basic knowledge of biochemistry, physiology and pathology is necessary.

PTH 528. Anatomic Pathology. (Special Elective)
A preceptorship in which practicing pathologists give medical students personal training in the practice of pathology.

PTH 530. Gynecologic Cytopathology. (Special Elective)
Study of gynecologic cytology by investigation and follow-up of selected patients. Correlation of cytologic findings with histopathology and clinical course emphasized.

PTH 532. Gastrointestinal Pathology. (Special Elective)
Individually arranged study of biopsies of liver and gastrointestinal tract from VAMC and MCG with clinicopathological correlation.

PTH 536. Clinical Microbiology. (Special Elective)
Investigation of specific problems or topics in the field of clinical microbiology and diagnostic virology. Opportunity to learn selected techniques through in-depth study in the selected area.

PTH 538. Techniques for the Morphological Study of Human Tissues and Organs. (Special Elective)
Individually planned program emphasizing current and new techniques for the study of tissues and organs in the laboratories and services in anatomic pathology.

PTH 539. Urologic Pathology. (Special Elective)
Pathology of the lower urinary tract and male genital system. Gross and microscopic pathology and clinicopathologic correlations will be emphasized.

PTH 550. Pathology for General Medical Practice.
Introduction to human diseases through small-group study of individual cases with guidance by the teaching faculty. The emphasis is upon understanding the pathogenesis of structural changes at the gross, microscopic, and ultrastructural level and correlation with the resulting alterations of laboratory and clinical data. Approximately 80 cases with gross material, selected microscopic slides, clinical laboratory data and other data are divided into four categories-hemodynamic, neoplastic, inflammatory, and genetic/metabolic/environmental. Groups of about 16 students meet with an instructor in a laboratory module to learn by analysis and presentation of the case material. Lectures are used to introduce the students to the major diseases; they are intended to provide an orientation and overview rather than to cover factual material more readily available elsewhere. Visits to diagnostic laboratories are arranged to promote optimal laboratory use as the students progress. Participation in a current autopsy is expected. Computer-assisted instruction is an assigned alternate method within each category.

Pediatrics

Interim Chair: W. Kanto; *Professors:* J. Bhatia, J. Carroll, C. Davis, D. Flannery, M. Guill, B. Gutin, P. Hartlage, C. Howell, W. Kanto, W. Karp, M. Kirby, M. Levy, C. Linder, P. McDonough, R. Parrish, H. Sabio, C. Stafford, W. Strong, W. Weston, B. Wray; *Clinical Professor:* J. Bennett; *Associate Professors:* S. Brudno, J. Clark, M. Cohen, F. Cox, R. Crumrine, W. Dolen, W. Hoffman, L. Leatherbury, A. Lightsey, W. Lutin, V. McKie, C. Steinhart, F. Treiber; *Assistant Adjunct Professor:* J. Benson; *Assistant Professors:* L. Bauza, R. Boedy, C. Bunyapen, M. Carter, D. Connuck, S. Donel, R. DuRant, A. Getts, J. Hanna, R. Hatley, V. Hudson, R. Jerath, S. Jones, S. Kaminer, K. McKie, C. Meyer, K. Molteni, D. Munn, A. Pearson-Shaver, M. Renew, N. Rupp, E. Truemper, D. Woolard; *Instructors:* M. Claiborne, A. Raunikar, A. Wilbanks.

PED 500. Basic Clerkship in Pediatrics.
This six-week pediatric clerkship provides basic education in child health. The recognition of normal developmental patterns and the impact of age upon the expression of disease emphasized. Students develop skills in history-taking, physical assessment and laboratory interpretation within various age groups, which comprise pediatric practice. A lecture-conference series accompanies the clinical rotations—nursery, ward and clinics—and teaches students how to approach common pediatric conditions including health maintenance. Offered in Savannah and Augusta.

PED 501. Substitute Neonatal Intern. (Special Elective)
Prerequisite: PED 500
The student serves in the same capacity as a first-year house officer directly responsible for patients admitted to the 8-I unit. The student is supervised by the senior NICU resident, the neonatal fellow and the NICU attending. Evaluation and management of high-risk infants emphasized and special tech-

niques and procedures used in the care of the sick newborn employed.

PED 503. Off-Campus Clerkship. (Special Elective)
Prerequisite: PED 500
This special elective provides the student with experience in pediatrics in an off-campus setting. It can be served either in a hospital or in a preceptor's office by prior arrangement.

PED 504. Pediatric Clerkship at Gracewood. (Special Elective)
Prerequisite: PED 500
This clinical assistantship provides inpatient care, conferences and seminars related to the multidisciplinary problems of the mentally retarded. May include voluntary holiday, weekend and night calls. Appropriate additional credit may be earned. Stipends may be available.

PED 507. Off-Campus Preceptorship. (Special Elective)
Prerequisites: Phase II
Clinical experience in child health in an off-campus setting approved by Director of Student Education.

PED 508. Pediatric Cardiology. (Special Elective)
Prerequisite: PED 500
Experience in the study of congenital and acquired heart disease with emphasis on the clinical manifestations and findings, and interpretation of diagnostic tests. Correlation of the anatomic malformation with the physiologic alterations is emphasized as well as the natural history and prognosis. A series of tutorial sessions, a course of ECG readings and opportunity to attend teaching sessions within the section provided. Clinical material is based primarily in the inpatient department with an emphasis on management of seriously ill and surgical patients. Some students may choose a different format, such as a pediatric cardiology outpatient or research elective.

PED 509. Allergy and Clinical Immunology.
Prerequisite: PED 500
Participation in evaluation and management of patients of all ages with suspected allergic and immunologic disorders. There is flexibility of emphasis, depending upon special interests of the student. Clinical experience is provided in MCG Hospital and Clinics.

PED 511. Pediatric Research. (Special Elective)
Prerequisite: PED 500
Research experience in selected areas of pediatrics through special arrangement with the pediatric faculty. For example, if a student desires an in-depth experience around a procedural technique or a specific investigative methodology, he may arrange this with a member of the faculty.

PED 512. Pediatric Emergency Medicine. (Special Elective)
Prerequisite: PED 500
The goals of this elective are to teach: (1) basic principles in pediatric emergency care, (2) prioritization and decision-making in an emergency-room setting, (3) techniques of rapid child/parent assessment and management. Opportunity to develop technical skills, though these are not emphasized. Three out of seven days will consist of 2 p.m.-to-midnight call in the emergency room. Conference and other instructional time scheduled around these clinical hours.

PED 513A. Substitute Pediatric Intern. (Special Elective)
PED 513B. Substitute Pediatric Intern. (Special Elective)
Prerequisite: PED 500
The student serves as an active member (acting intern) of the pediatric housestaff under the supervision of the pediatric resident and a pediatric faculty member. The student has progressive experience in inpatient care. In addition, the University Hospital rotation includes a limited outpatient experience.

PED 514A. Pediatric Clerkship at Scottish Rite Children's Hospital. (Special Elective)
Prerequisite: PED 500
This special elective provides the student with a choice of either general pediatrics or one of several medical subspecialities—Allergy/Immunology, Endocrinology, Hematology/Oncology, Neurology and Rheumatology. Patient work-ups, rounds and conferences are specified according to the setting selected by the student.

PED 514B. Pediatric Clerkship at Scottish Rite Children's Hospital. (Special Elective)
Prerequisite: PED 500
This special elective provides the student with both office and operating room experience. The focus can be on one of the following clinical disciplines—Plastic Surgery, Neurosurgery, Orthopedics, Otolaryngology and Urology.

PED 515. Pediatric Gastroenterology. (Special Elective)
Prerequisite: PED 500
Participation in the diagnosis and management of gastrointestinal and hepatic disease in children and adolescents (acute and chronic). Patients are seen in clinic, on the inpatient wards and through the operating rooms and endoscopy suite. Topics include acute and chronic diarrhea, recurrent abdominal pain, inflammatory bowel disease, hepatitis (acute and chronic), persistent vomiting, hyperbilirubinmia, gastrointestinal bleeding, constipation, enteral and parenteral nutrition. A directed reading list will be provided to supplement "hands-on" experience.

PED 518A. Pediatric Clerkship at Savannah Medical Center. (Special Elective)
PED 518B. Pediatric Clerkship at Savannah Medical Center. (Special Elective)
PED 518C. Pediatric Clerkship at Savannah Medical Center. (Special Elective)
Prerequisite: PED 500
This sub-internship is conducted at the Memorial Medical Center of Savannah. The elective can be arranged, provided that at least six weeks' advance notice is given, with major interest in (A) neonatology, (B) general pediatrics or (C) child

development. (Outpatient or inpatient experience can receive major emphasis.) Flexibility to meet the student's individual clinical pursuits.

PED 519. Pediatric Infectious Disease.
Prerequisite: PED 500

Provides a one-month rotation on the pediatric infectious disease service to gain greater experience in the diagnosis and management of infectious diseases of infants and children. The student learns the culture and specimen collection technique and identification of common pathogens encountered in an office practice, research and presents one major topic in pediatric infectious-diseases or assists in preparation of a paper for publication on a pediatric infectious disease topic during this rotation.

PED 521. Intermediate and Well Baby Nursery-Substitute Intern.
Prerequisite: PED 500

Students serve in same capacity as first-year house officer, with progressive responsibility of well-baby management, delivery room management and care within the intermediate nursery. Students required to pass the American Heart Association Newborn Resuscitation Course during the first two weeks. Special sessions are provided four days per week on various newborn topics. Student present one lecture to NICU staff and newborn nursery staff on a topic of their choice.

PED 522. Pediatric Oncology Laboratory Reaearch. (Special Elective)

The student participates in basic science research with a clinical focus, working under direct supervision in the pediatric oncology research laboratory. Various projects in the area of tumor immunology and macrophage cytotoxicity can be tailored to the student's interests. No prior research experience is required, but the student is expected to accomplish a meaningful project in the time available.

PED 524. University Hospital Pediatric Emergency Room. (Special Elective)
Prerequisite: PED 500

Exposure to a variety of presentations and problems in pediatric acute care, medical illnesses, trauma, minor surgical procedures and major emergencies. Students assume progressive responsibility for patient care as an extern under the supervision and guidance of emergency-room pediatricians. Emphasis on experiential learning and the student follows his patients' progress in this unique emergency-room setting. Students required to work every other weekend.

PED 525. Pediatric Hematology/Oncology. (Special Elective)
Prerequisite: PED 500

Involves both outpatient and inpatient care. The student has maximum inpatient census of three patients, and learns how to formulate a diagnostic work-up to rule in or out pertinent diagnoses. A treatment plan will be developed and the multidisciplinary approach to patient management will emphasized. Includes participation in morning report rounds and attending rounds. Blood smears and bone marrow aspirates performed on assigned patients will be reviewed. The attends outpatient clinics each day and evaluates both new and established patients. The student keeps a list of the patients he has seen during the elective. An oral examination is given at the conclusion of the rotation, based on the required reading and the self-reported patient list.

PED 526. Pediatric Critical Care.
Prerequisite: PED 500

Critical care for infants and children. A pathophysiologic approach to organ systems failure is taught during patient rounds, didactic presentations, bedside care, and individual reading. Students are assigned patients under the supervision of housestaff and the ICU attending. The elective is not an acting internship and is not intended as a primary elective in patient management. The setting is the pediatric ICU at MCG Hospital. Those interested in pediatric and/or anesthesia are encouraged to enroll. Night call (out of hospital) is arranged through the ICU attending.

PED 527. Medical Genetics. (Special Elective)
Prerequisite: PED 500

Exposes the student to all aspects of clinical medical genetics. Students participate in the evaluation and care of patients with genetic disorders, e.g., birth defects, dysmorphology, dermatoglyphics, metabolic screening, metabolic disease. Students participate in genetic counseling clinic and see prenatal testing. Students observe the cytogenetics laboratory function, and may perform their own karyotype. They also observe the metabolic screening laboratory. Night call is not required. Includes a core curriculum of directed reading. If desired, students may attend out-of-town satellite clinics.

PED 528. Pediatric Endocrinology. (Special Elective)
Prerequisite: PED 500

Familiarizes the student with normal variations in growth problems, the diagnostic approach to pediatric endocrine conditions and the ongoing management of the conditions. In the weekly pediatric diabetes clinic, the student becomes familiar with the multidisciplinary approach to a chronic condition. Weekly X-ray conference and discussion of an assigned topic.

PED 530. Allergy-Immunology Research Elective. (Special Elective)

Laboratory research is planned in advance with faculty member for presentation and/or publication.

Pharmacology and Toxicology

Chair: W. Caldwell; *Professors:* R. Borison*, J. Buccafusco, W. Caldwell, A. Carr*, G. Carrier, J. Catravas, L. Gangarosa*, B. Goldstein, L. Greenbaum, A. Karow, M. Kirby*, M. Kling, J. Pruett*; *Associate Professors:* R. Dennison*, B. Diamond*, C. Hannan*, S. Ikeda, M. Logan*, D. Martin*, K. Meador*; *Assistant Professors:* S. Barman, R. Cox*, L. Daniell, L. Jones, D. Lewis, A. Milici, J. Pauly; *Associate Clinical Professor:* L. Longe*; *Adjunct Assistant Professor:* R. May*; *Assistant Research Scientist:* C. Cheng; *Instructor:* X. Gao*, W. Rebagay, A. Terry, Y. Zhu.

* Joint Appointments

PHM 301. Introduction to Pharmacology. ***(6-0-5)***
Lectures designed to survey the interactions between drugs and living systems. The emphasis is on chemicals and drugs used in the treatment of disease, what they do and how the body responds and disposes of them. Six hours of lectures per week.

PHM 501. Toxicology. (Special Elective) ***(one month)***
Prerequisite: PHM 551
Discussion and review of several aspects of toxicology including heavy metals, gaseous poisons, industrial and agricultural chemicals, poisonous plants and venoms. Emphasis is on human toxicology and includes selected case reports. Time and credit to be arranged.

PHM 502. Clinical Pharmacology
(Special elective) ***(one month)***
Prerequisite: Medical Course in Pharmacology
Interacting with a faculty of pharmacologists, physicians and clinical pharmacists, students will study rational approaches to drug therapy. An additional goal of this course is for students to understand the process for clinical development of new drugs. Therapy areas to be covered will depend upon interests of enrollees.

PHM 509. Tutorial Elective in Pharmacology.
(Special Elective) ***(one or two months)***
Prerequisite: PHM 551
Students may elect to study in depth a specific area in pharmacology under the guidance of one or more faculty members most familiar with that specific area. A list of faculty preceptors and subject areas is available in the Pharmacology Department office. Arrangements to be made by the students with the member(s) of the faculty involved in the tutorial program. Topic time and credit to be arranged.

PHM 510. Research Elective in Pharmacology.
(Special Elective) ***(one or two months)***
Prerequisite: PHM 551
Participation in research programs being conducted by members of the faculty of the Department of Pharmacology. A list of faculty preceptors and projects is available in the pharmacology department office. Arrangements to be made by the students with a member of the faculty. Topic, time and credit to be arranged.

PHM 551. Human Pharmacology. ***(11-0-11)***
Prerequisite: Second-year standing in the School of Medicine.
A two-quarter course. Provides the necessary background to practice rational drug therapy. Emphasis is on the major classes of drugs and how they act in humans.

Physiology and Endocrinology

Chair: V. Mahesh; *Professors:* V. Bhalla, E. Bransome,* J. Byrd, L. Ellison,* E. Feldman,* R. Gambrell,* J. Ginsburg, R. Godt, K. Green,* C. Hendrich, W. Hofman, F. Leibach,* R. Little, V. Mahesh, P. McDonough,* T. Mills, S. Reichard,* D. Pashley,* M. Stachura,* J. Weatherred,* G. Whitford;* *Associate Professors:* T. Abney, G. Bond, A. Costoff, G. Doetsch,* I. Ehrhart, V. Ganapathy, L. Hendry, P. Hornsby,* W. Jackson, G. King,* R. Kolbeck,* T. Nosek, J. O'Conner, T. Ogle, S. Porterfield, P. Reinach, S. Stoney, V. Wiedmeier; *Assistant Professor:* L. Meszaros; *Associate Clinical Progessor:* M. Freedman;* *Assistant Clinical Professor:* P. Natarajan,* E. Servy.

* Joint Appointments

END 501. Research in Endocrinology.
(Special Elective)
Consists of study of biosynthesis, secretion and metabolism of hormones in health and disease and introduction to research techniques, including cytogenetic techniques in the field of endocrinology. Topic, time and credit hours to be arranged.

ITD 501. Clinical Endocrinology and Reproduction.
See course description under Interdepartmental Courses.

ITD 520. Endocrinology I
See course description under Interdepartmental Courses.
ITD 530. Endocrinology II
See course description under Interdepartmental Courses.

PHY 200. Introduction to Physiology. ***(5)***
An analytic approach to the principles of mammalian physiology with emphasis on life processes and homeostasis is presented by means of lectures and conferences. The general principles introduced at the start of the course highlight the coverage of the organ systems and their interaction presented during the remainder of the course.

PHY 210. Introductory Human Physiology. ***(5-2-6)***
Prerequisite: college biology
The elements of human physiology with an introduction to the function of the major organ systems of the body, their interaction and control.

PHY 311. Principles of Human Physiology I. ***(5-0-5)***
PHY 312. Principles of Human Physiology II. ***(5-0-5)***
Prerequisite: PHY 311. Inorganic chemistry, one physics course and a course in human anatomy (may be taken concurrently), or permission of the instructor.
A two-quarter course sequence giving detailed coverage of the major organ systems of the body, their interactions and control. Includes lectures, demonstrations, discussion groups and laboratory work as appropriate.

PHY 501. Special Elective in Physiology.
Prerequisite: Student in School of Medicine
Lectures and/or laboratories studies in physiology. Topic, time and credit hours to be arranged.

PHY 550. Medical Physiology I. ***(15-4-17)***
Prerequisite: First-year standing in School of Medicine
A two-quarter course presenting an intensive treatment of mammalian organ system physiology including the cell, electrophysiology, peripheral nerve and reflexes, muscle, cardiovascular, respiration, body fluids, kidney, gastrointestinal and endocrine.

PHY 555. Tutorial in Physiology. *(2-0-2)*
Prerequisite: Only students previously registered for PHY550 and 551 and permission of department.
A brief review of medical physiology.

ITD 550. Neuroscience. *(7-4-9)*
Prerequisite: First-year standing in School of Medicine
See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Psychiatry and Health Behavior

Chair: R. Borison; *Professors:* R. Borison, P. Boudewyns, J. Brandsma, J. Buccafusco, M. Casanova, B. Diamond, P. Kim, D. Levine, S. Mukherjee, J. Rausch, L. Solursh, E. Wallace; *Associate Professors:* J. Arena, F. Carl, B. Davidson, R. Elkins, J. Frey, K. Grigsby, J. Hughes, L. Hyer, A. Josephson, R. Kaltenbach, G. Lee, A. Mabe, C. Meyer, W. Quillian, R. Jarvis, S. Sebastian, S. Shevitz, D. Solursh, F. Treiber; *Assistant Professors:* J. Barger, D. Bate, W. Battles, T. Brown, J. Ernst, D.R. Evans, D.D. Evans, C. Lemmon, E. McCranie, D. Misch, R. Mohan, F. Moncher, J. Morgan, T. Muller, K. Murrell, V. Negrin, W. Nolan, W. O'Leary, S. Owens, A. Pathiraja, R. Reddy, D. Samonsky, S. Sato, D. Sinha, E. Sperr, S. Sperr, D. Sunde, E. Sunde, K. Turner.

* Joint Appointments

PSY 500. Basic Psychiatry
This required clerkship provides intensive experience diagnosing and treating adult psychiatric inpatients. The student completely evaluates assigned patients' physical and mental status with staff collaboration and guidance. The student assesses the patients, then helps formulate and carry out a treatment plan, including use of individual psychotherapy, psychopharmacology, family therapy, group therapy and other therapeutic modalities.

PSY 503. Geriatric Psychiatry. (Special Elective)
Students learn important aspects of psychopharmacology, psychotherapy and psychosocial issues as they apply to geriatric patients. Students will work closely with the attending physician and a behavioral neurologist as well as the treatment team.

PSY 504. Consultation-Liaison Psychiatry (Special Elective)
Students explore the impact of mental and emotional factors on disease by working on consultation cases with departments throughout the MCG Hospital. The student interviews patients, reviews chart work and discusses cases during rounds. Provides direct experience with the medicine/psychiatry interface, offering a working knowledge of how illness and medication affect mental and emotional life.

PSY 508. Family Therapy (Special Elective)
Students help directly treat faculty-supervised marital and family therapy cases in inpatient and outpatient settings. Course includes live-case observation and co-therapy. Students attend residents' family therapy seminars, weekly outpatient live-case conferences and inpatient family assessment and treatment teams. Readings about basic and advanced clinical issues involved in family-therapy approaches to treatment are assigned.

PSY 510. Pain Management and Behavioral Medicine (Special Elective)
An introduction to modern concepts in pain evaluation and management, including participation in an interdisciplinary treatment team. Students may learn more about psychophysiologic pain assessment, biofeedback, relaxation training, cognitive therapy and behavioral medicine techniques in stress management and rehabilitation settings.

PSY 511. Off-Campus Elective (Special Elective)
Special arrangements may be made for elective rotations at other institutions, or for preceptorships with individual psychiatrists. Students also may apply for electives at the National Institute of Mental Health.

PSY 512. The Brain Vs. Mind Conundrum—Elective in Neuroimaging
Students explore the organic basis of behavioral disorders with special emphasis on schizophrenia. Modern neuroimaging techniques (computerized image analysis, quantitative shape determinations, texture analysis) pinpoint areas of abnormal brain morphology amendable to study with higher resolution techniques. Putative pathological foci dissected by light microscopy or neurochemistry. Students analyze the importance of the results according to clinical application and study clinical applications of neuroimaging techniques.

PSY 516. Inpatient Child Psychiatry
Students participate in comprehensive, multidisciplinary treatment of children. Students help screen children to determine whether they should be admitted to the child unit and participate in individual, family and group treatment modalities. Didactic lectures and seminars also included.

PSY 518. Child Psychiatry Consultation/Liaison
Students help assess and plan treatments for child and adolescent patients in consultation with other hospital services. Attendance required at didactic conferences and seminars. Biopsychosocial approach to pediatric care explored.

PSY 519. Eating Disorders Rotation
Students are an active member of the MCG Eating Disorders Team, responsible for initial assessment, evaluation and individual/group psychotherapy of inpatients and outpatients, commensurate with experience. Extensive reading material provided regarding a comprehensive biopsychosocial approach to assessing and treating eating disorders. Psychopharmacological management and medical assessment by therapists also emphasized.

PSY 521. Extended Care Psychiatry
This elective provides experience in the multidisciplinary, biopsychosocial approach to treating resistant-psychotic patients, focusing on pharmacologic dilemmas encountered in patients who are both medically and psychiatrically ill. Responsibilities include direct patient care, developing individual treatment plans and didactic sessions.

PSY 522. Biological Psychiatry Elective (Special Elective)
Students work with inpatients and outpatients, including those with movement disorders (Tardive Dyskinesia, Huntington's Disease, Gilles de Tourette's Syndrome and other abnormal involuntary movements) and acute and chronic psychoses. Material is covered informally by interaction with the staff, readings, discussions and direct patient care.

PSY 524. Inpatient Psychiatry
The student participates as an integral part of a general hospital psychiatry inpatient team in the MCG Hospital's 3-South unit, an adult inpatient psychiatric unit with an interdisciplinary approach to patient care. Responsibilities include direct patient care, participation in team meetings, participation in group therapy, psychotherapy with supervision and associated didactic learning experiences. The diverse patient population on 3-South provides experience in eating disorders, electroconvulsive therapy, organic mood disorders and mood and psychotic disorders. Experience includes crisis intervention, family therapy, psychopharmacology, application of behavior therapy, inpatient psychotherapy and managing medical problems contributing to psychiatric illness.

PSY 525. Outpatient Psychiatry (Psychotherapy)
Students work closely with second-year psychiatry residents and faculty supervisors to treat outpatients. Includes supervised participation in intake assessment and disposition, individual and group psychotherapy, hypnotherapy, psychopharmacology and family therapy. Students attend all teaching and case conferences.

PSY 528. Post-Traumatic Stress Disorder and Common Related Disorders
Students participate as part of an inpatient team treating PTSD (combat-derived) on a non-psychoactive medication ward. Experience includes admission work-up with team and group programs through a seven- to eight-week initial and secondary treatment phase. Some outpatient contact available to provide context. Inpatient experience provides the opportunity to work with commonly associated disorders in the realms of sexual dysfunction, general medical disorders and substance abuse/dependency.

PSY 529. Readings in Psychiatry and Religion (Special Elective)
A series of guided readings examining the interface of psychiatry and religion. Course includes reading assignments and weekly conferences (attendance required) with involved faculty. Focus determined by student's interest and needs.

PSY 530. Detoxification in Psychiatric Settings
This elective provides hands-on experience in managing patients withdrawing from addictive substances. Responsibilities include direct patient care, attending ward conferences, case presentations, reading seminars and patient/family interfacing.

PSY 531. Psychiatry and the Law (Special Elective)
Provides supervised experience in working with clinical and legal issues in the evaluation of behavior. Students exposed to prison, hospital and outpatient populations, institutional systems and milieus. Individual tutorial sessions with experienced staff forensic psychiatrists.

PSY 533. Substance Abuse
This elective introduces students to diagnosing and treating patients with a variety of substance use disorders in the Department of Veterans Affairs Addiction Treatment Unit. The unit offers a comprehensive program of inpatient and outpatient detoxification and rehabilitation and is the site for a variety of educational and funded research activities. Students participate in interdisciplinary treatment team and provide initial evaluation and medical management of selected inpatients and outpatients. Students observe and participate in a wide variety of therapeutic modalities including psychoeducation, group therapy, therapeutic community, family therapy and Alcoholics Anonymous. Students attend scheduled seminars and may be involved in research projects. Specific focus based on individual student's interest.

PSY 534. Combined Inpatient and Consultation Liaison Psychiatry
Students participate part time on the Inpatient Psychiatry Service at MCG Hospital and part time on the Consultation-Liaison Service. Direct patient care, diagnosis, assessment and case presentations of selected psychiatric patients emphasized. Students may follow a patient from consultation through transfer to 3-South and discharge. Didactic seminars included.

PSY 535. Acute Adult Inpatient Psychiatry Subinternship
Each student given primary responsibility for a selected number of patients. Student does initial assessments, selects treatment regimens and participates in discharge planning. Student monitors patient care daily and adjusts treatment according to progress. Close supervision provided via one-on-one interactions with an attending. A wide variety of diagnoses available in this patient population, which allows excellent exposure to psychiatric diagnosis and treatment.

PSY 536. Sleep Disorders
Students observe technical procedures for polysomnography and multiple sleep latency tests. Students learn about common sleep disorders and how they are diagnosed and treated. Brief exposure to QEEG may be possible. Students see patients with attending in pre-lab, lab and post-lab evaluation.

PSY 537. Psychiatric Intensive Care Unit

Students manage acutely psychotic, hostile/aggressive and acutely suicidal/depressed patients under direct supervision of faculty. Students learn various modalities of treatment of acutely disturbed patients, i.e. recognizing impending violence; verbal intervention; psychopharmacological agents, including therapeutic action and possible side effects; physical restraints; and managing acutely depressed/suicidal patients, including ECT. Extensive reading material provided. Student may learn Georgia State Commitment proceedings and observe the Probate Court System.

PSY 538. Clinical Neurobiology Research Seminar

Familiarizes student with current topics in clinical neurosciences, emphasizing critical reading of the literature. Teaching focused on methods to evaluate the integrity and context of the research literature. Topics focus on the relationship of behavior to brain chemistry. Discussion highlights functional role of different neurotransmitter receptor subtypes, neuropeptides and second messengers in regulation stress adaptation, and the expression of cognitive, emotional and perceptual behaviors. Selected advances in behavioral neuroendocrinology, neuropharmacology and the genetic bases of personality reviewed. Composition of review paper required.

PSY 539. Consultation-Liaison Psychiatry-Eisenhower Army Medical Center.

Student evaluates two to five patients weekly (depending on experience) in the Eisenhower Army Medical Center Psychiatry Consultation-Liaison Service, a unit of the 400-bed all-service hospital. Student learns the role of liaison psychiatrists and focuses on biopsychosocial needs of medial surgery patients. Didactic instruction focuses on appropriate use of psychotropics, side effects of non-psychiatric medication and proper medical management from a neuropsychiatric perspective. Supervision provided by a PGY-4 general psychiatric resident and full-time staff psychiatrist.

Eisenhower offers four-week clerkships in psychiatry and neurology for medical students in their clinical years of training. (Two eight-week periods also can be accommodated.) Military lodging available for eligible students on active-duty status. Civilians from local area accommodated at local motels.

Third-year student clerkships designed for student with limited clinical experience in psychiatry. Student develops requisite skills to perform a diagnostic interview with mental status exam, establish differential diagnosis and select an appropriate biopsychosocial treatment. Student may be allowed to initiate supervised treatment with selected patients. Both inpatient and outpatient clerkships require work in a variety of psychiatry settings including emergency psychiatry.

Elective clerkships for fourth-year students also available in Adult Outpatient Clinic, Consultation-Liaison and Chemical Dependency. Specific curricula for these electives arranged to suit the students' training needs.

Common elements include:

- weekly on-call duty with the NPOD (24-hour emergency coverage) with a written evaluation of one patient from that duty tour which is resented by the student at morning report;
- participation in a special basic psychiatry didactic series designed for medical students;
- evaluations based on level of participation and fund of knowledge judged during formal presentations and informal discussions, as well as ability to apply learned material to patient evaluations.

PSY 540. Inpatient Drug and Alcohol Rehabilitation — Eisenhower Army Medical Center

This elective focuses on diagnosis and state-of-the-art multidisciplinary treatment for substance-dependent patients. The student evaluates one to five new patients weekly and is a co-counselor in group therapy. HPSP students learn about the military's system for drug and alcohol treatment. Student expected to provide a brief inservice to the multidisciplinary team. Full-time staff psychiatrist provides on-site supervision.

PSY 541. Outpatient Adult Psychiatry — Eisenhower Army Medical Center

The student evaluates active-duty outpatients and selected civilian outpatients. Student provides staff-supervised evaluation, assessment and treatment plan, followed by supportive therapy. Student expected to attend appropriate case conferences, lectures and seminars as determined by supervisor. HPSP students may participate in command/consultation activities on Fort Gordon. Supervision provided by a PGY-4 psychiatry resident and full-time staff psychiatrist.

PSY 542. Basic Research in the Pharmacology of the Opiate Withdrawal Syndrome (Special Elective) — Eisenhower Army Medical Center

Student participates in ongoing research program using animal (rat) models for morphine dependence and withdrawal. Both behavioral and autonomic (including cardiovascular) symptoms of withdrawal measured. Pharmacological agents used to alter the expression of the withdrawal state to understand the basic underlying cause of the expression of each withdrawal symptom. Neurochemical changes associated with abstinence measured concomitantly. New potential withdrawal agents tests in animal model as well.

Radiology

Chair: E. Binet; *Professors:* E. Binet, F. Flowers, M. Frank, S. Reichard (Regents Professor), K. Shah; *Associate Professors:* J. Allison, E. Burton, C. Eubig, R. Figueroa, F. Flickinger, S. Freedman, C. Hannan, Sathyanarayana, E. Schultz, W. Sheils, R. Teeslink, J. Trueblood; *Associate Clinical Professors:* A. Fiveash, J. Howington, B. Dasher; *Assistant Professors:* J. Barrett, W. Bates, J. Bauza, S. Burch, G. Burke, J. Corley, G. David, V. Hardin, C. Joe, J. Market, J. Massman, R. Neal, D. Stubbs, V. Toro; *Assistant Clinical Professors:* G. Jamarik, P. Battu, S. Roberts.

RAD 501. Radiology.

The four-week elective provides a basic overview of clinical radiology. Students rotate through most of the major areas of radiology, participating in the clinical diagnostic process. In addition to clinical rotations, lectures and case conferences are scheduled throughout the rotation. The primary goal of the elective is to help the student develop a better understanding of the functions of radiology as a contributor to primary care of the patient. The student will learn to recognize certain basic radiographic signs and patterns; however, it is not intended that students will be able to "read" a radiograph at the end of the elective.

RAD 502. Radiobiology. (Special Elective)
Effects of ionizing radiation on biological systems. Introduction to radiobiology, radiation hazards and protection. Lectures and research participation.

RAD 504. Advanced Clerkship in Diagnostic Radiology. (Special Elective)
Prerequisite: RAD 501 (unless waived by preceptor and course director)
An advanced clerkship for students who desire additional exposure to diagnostic radiology and radiology research. The four weeks can be spent in one specific section of the department or a combination of sections to accommodate the desires and needs of the individual student.

RAD 505. Off-Campus Elective. (Special Elective)
Special arrangements can be made for elective periods of one month in the Department of Radiology of other institutions or as preceptorships with individual radiologists.

RAD 507. Clerkship in Radiation Therapy—Oncology.
The student will see a large variety of tumors treated with various modalities of radiation therapy. He or she will participate in tumor conferences at the various hospitals and also attend the radiation therapy cancer clinics at the MCG and University Hospitals. Students will get experience in the work-up and general management of the cancer patient in the areas of curative therapy, palliation and supportive care.

Surgery

Chair: T. Gadacz; *Professors:* M. Allen, N. Bhatti, T. Bowden, L. Ellison, R. Ellison, H. Engler, H. Flanigin, T. Gadacz, K. Given, W. Hammer, M. Hawkins, C. Howell, A. Humphries, W. Jennings, R. Johnson, E. Joy, K. Lennox, M. Levine, H. Moore, R. Nesbit, G. Pai, R. Parrish, E. Porubsky, J. Rubin, D. Shelton, A. Smith, J. Smith, D. Sullivan, R. Witherington, C. Wray; *Associate Professors:* T. Bailey, G. Doetsch, D. Elliott, A. Karow, J. Kling, F. Kuhn, G. Lee, D. McDonnell, J. McPerson, C. Steinhart, D. Ward, T. Young; *Assistant Professors:* D. Bates, S. Bertrand, P. Bowen, L. Caputa, C. Coleman, J. Cué, S. Erwin, T. Fassuliotis, A. Flannery, J. Goodrich, M. Greenberg, R. Hatley, H. Heck, S. Helman, E. Hobbs, T. Howdieshell, H. Iwinski, C. Joe, F. Klippert, W. Kuhn, E. Mark, R. Saltz, C. Sewall, S. Sheheen, R. Shimp, A. Sisk, S. Smith, M. Wagner, J. Wei, J. Wynn.

SUR 500. Basic Clerkship in Surgery.
This 10-week course is the basic course required of all students and is the prerequisite for many patient-oriented and patient-contact surgical electives. Instruction includes basic concepts of emergency medicine and anesthesiology. Students are assigned patients for total patient care participation, including complete write-ups and participation in operative procedures. They take part in ward rounds, conferences, tumor conferences, seminars and informal discussions. Student activities involve both inpatients and outpatients. Scheduled June through May.

SUR 502. Research Elective. (Special Elective)
An area of mutual interest to the student and his supervisor will be selected and the student will outline his research project, carry it out under supervision and submit to his supervisor a satisfactory report of his work toward the end of the project. For some projects, students will undertake the project singly; in others, in pairs. Projects may be undertaken in the experimental surgery laboratory or in the clinical research wing and an occasional project may involve the use of clinical hospital records.

SUR 504. Tutorial. (Special Elective)
Individual students may elect to study in depth, for one to two months, any specific area in surgery under the guidance of the faculty member most familiar with that specific area. A thesis or report on the subject chosen is required. No student is eligible for more than one such elective.

SUR 505. Preceptorship. (Special Elective)
Clinical experience with individual private preceptor in his office, operating room and hospital. (Individualized arrangements must be made through both the chairman of surgery and the clinical surgeon involved.)

SUR 506. Off-Campus Experience. (Special Elective)
Students may elect off-campus experience in some phase of surgery in some other medical school or institution for one to two months. For help in making arrangements, interested students should contact the Medical College of Georgia counterpart of the individual at the other institution with whom he wishes to work. Such electives must be an identifiable course of instruction. An evaluation of the student's performance is required. No student is eligible for more than one such elective.

SUR 507. Kidney Transplantation.
SUR 508. Kidney Transplantation.
Students will assist with care of post-transplant patients and pre-transfer patients.

SUR 509. Emergency Room Clerkship.
This clerkship offers active participation in the care of patients in the University Hospital and the MCG Hospital emergency departments. Experience in the rapid assessment of acutely ill and injured patients. The schedule is arranged on a rotation basis to provide approximately 180 hours of active involvement in the care of emergency patients.

SUR 512. Advanced Clerkship at Savannah Memorial Hospital. (Special Elective)
Advanced surgical clerkship in general surgery. Basically a sub-internship. Includes work-up of patients, clinics, rounds, conferences, lectures, some closely supervised surgical experience. Teaching by Medical College of Georgia affiliate faculty and residents.

SUR 513. Substitute Internship. (Special Elective)
Students on this elective function as substitute interns on the general surgical services at the Medical College of Georgia Hospital or Veterans Affairs Medical Center. The student is assigned to a specific surgical service and initiates the clinical database, begins diagnostic measures, and where possible,

performs surgical procedures with supervision. In addition, he participates in the teaching responsibilities, conferences, clinics and operating experiences of the service to which he is assigned and is assigned regular night call.

SUR 514. Clinical Management of the Critically Ill/Injured Patient.

The student is involved in the care of selected patients with traumatic and/or burn injuries, etc. Such involvement may comprise all phases of management. Patients are selected who offer opportunities for establishing new information in anatomy, pathophysiology, biochemistry, pharmacology and microbiology as these apply to the critically injured. The gamut of total systematic bodily derangement is examined by study and involvement in the course of these patients. Selected reading, didactic presentations, preceptoral instruction and clinical interface are the principle methodology employed. The student enters into the basic intermediate or advanced category based upon previous experience and knowledge base.

SUR 515. Advanced Clerkship, Trauma and General Surgery in University of Florida Affiliated Hospital.

Prerequisite: SUR 500

Advanced surgical clerkship. Sub-internship. Includes trauma participation, work-up of patients, operating room experience, pre- and post-operative care, seven conferences a week, clinics and rounds with senior residents and attending staff.

SUR 516. Clerkship, Georgia Baptist Medical Center.

Prerequisite: Core curriculum

During assignment in surgery at Georgia Baptist Medical Center in Atlanta, students are introduced to surgical practice in a major private hospital setting. Includes daily morning academic experiences through attending teaching covering various areas of general and sub-specialty surgery, giving academic introduction to cardiovascular, pulmonary, urologic trauma, plastic and general surgery. The student is assigned daily to surgical scrubs and usually observes two or three cases daily. Special attention devoted to principles of physical examination of the acute and the chronic surgical problem patient. Bedside teaching of details of bedside history-taking in the surgical patient. Surgical rounds conducted daily on the floors and in the intensive-care unit along with the surgical house officers and the chief resident of surgery. Special attention given to problems of critical-care monitoring, fluid and electrolyte replacement, hyperalimentation and placement of certain sophisticated monitoring devices such as Swan-Ganz catheters.

SUR 517, SUR 518. Nutrition, Enteral and Parental Advanced Clerkship, Georgia Baptist Medical Center Metabolic Support Services.

Prerequisite: Core curriculum

Senior students are introduced to the principles and techniques of nutritional support (enteral and parental) in a major private hospital setting. Includes daily rounds with members of the metabolic support service, i.e., physician, nurse, dietitian and pharmacist. Lectures on the principles and concepts of total parental nutrition, peripheral parenteral nutrition, peripheral protein sparing and enteral alimentation. In addition, the student participates in consultations, the initial work-up prior to beginning nutritional support, and daily follow-up and monitoring. The student also is taught assessment of nutritional status, potential metabolic complication, complications associated with the insertion of central venous catheters, and the use of nutritional support in hepatic and renal failure. Attention also devoted to formulation of solutions, drug interactions and composition of tube feeding formulas. Teaching rounds are conducted weekly with all members of the health-care team, i.e., infection control, pathology department and pharmacy. During these rounds, adherence to protocols, fluid and electrolyte imbalance and individual patient recommendations will be discussed.

SUR 519. Emergency Medicine Clerkship.

Prerequisite: Core curriculum

The student actively participates in the care of emergency patients at MCG Hospital. The student gains experience in dealing with conditions routinely seen in the emergency department. Additional instruction in the initial evaluation and stabilization of the acutely ill and injured patient provided. The schedule includes approximately nine hours of patient care five days a week (180 hours total). Students are expected to attend when possible the lectures and conferences developed for the emergency medicine residency program.

SUR 520. Neurosurgery Clerkship.

Combines the direct patient-care responsibilities of a junior house officer with practice in performing neurological examinations while participating with staff members in the practice of neurosurgery. The extern is assigned five to eight patients for which he has primary responsibility for daily care under the supervision of the senior house officer and staff of the neurosurgery service. The student participates in patient evaluations in the clinic and in daily teaching conference.

SUR 521. Neurosurgery Research Elective.

Students do research in the field of neurosurgery. The actual project may be initiated by the student or the student may elect to participate in an ongoing research project of one of the faculty members. This elective is arranged on an individual basis with the particular faculty member to satisfy the needs of the students and to assure facilities

SUR 523. Neurosurgery Preceptorship.

Provides an opportunity to students who wish to study neurosurgery at some other institution. This may be desirable because the student is already taking another elective at the institution, or because he plans to settle in that region or because a particular type of neurological surgery is being done there that the student is interested in.

SUR 524. Combination Neurosurgery Clerkship and Research.

Prerequisite: NEU 500

Provides direct patient care responsibilities of a junior house officer with practice in performing neurological examinations and participating in neurosurgical therapy and simultaneously becoming involved in a limited neurosurgical clinical research experience. The research project may be initiated by the student or he may elect to participate in an ongoing research project with one of the faculty members. The patient care responsibilities is limited to five or six patients and supervised by the chief resident and staff. To be arranged on an individual basis

with the particular faculty member with whom the student wishes to perform the research to assure facilities.

SUR 526. Physiological Neurosurgery Elective.
Prerequisite: NEU 500

Involves participation in clinical electrophysiological studies and computer guidance as related to surgical therapy of seizure disorders, movement disorders and pain. The student works closely with the supervising faculty member in the initial clinical work-up of patients, in diagnostic laboratory procedures and in surgical procedures if performed. Compilation of data for clinical research as well as participation in laboratory research under way is expected.

SUR 531. Otolaryngology Surgery.
SUR 532. Otolaryngology Surgery.

Familiarizes the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student is introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro-otology. The utilization of the office and hospital patients allows the student to participate in and observe the specialty of otolaryngology.

SUR 533. Otalaryngology Off-Campus Experience. (Special Elective)

Students may elect off-campus experience in place of otolaryngology in some other medical school or institution for one to two months. Interested students should contact the section of otolaryngology at the Medical College of Georgia. Arrangements then can be made with the counterpart at the other institution. An evaluation of the student's performance will be required.

SUR 534. Otolaryngology—DDEAMC.

Familiarizes the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro-otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of otolaryngology.

SUR 541. Orthopedics Clerkship. (Special Elective)
SUR 543. Orthopedics Tutorial. (Special Elective)
SUR 544. Orthopedics Preceptorship, Augusta Private Office or Eisenhower General Hospita.l (Special Elective)
SUR 545. Orthopedics Off-Campus Experience. (Special Elective)
SUR 546. Hand Surgery. (Special Elective)
Prerequisite: SUR 500

Orthopedic electives are a minimum of one month and give experience in the area of musculoskeletal disease and therapy. Assignment to the on-call schedule at University Hospital is expected in SUR 541, SUR 543, and SUR 544. Planning and assignment must be arranged with the faculty coordinator prior to beginning the elective. Orthopedic core is prerequisite to clerkship and preceptorship electives and may be met by assignment to MCG Hospital and Clinics or VA for the first two weeks of the elective if not completed in the third year.

SUR 547. Spinal Cord Injury Service. (Special Elective)
Prerequisite: SUR 500

A primary care elective. Students manage spinal cord-injured patients admitted to SCI Service at the VAMC. Regular daily bedside teaching rounds and preceptor-student sessions with SCIS faculty will be held. Exposure to the variety of altered physiologic and psychologic responses of spinal cord-injured patients, including neurosurgical and orthopedic problems. Includes the application of all phases of medicine—for example, acute respiratory failure requiring ventilator support, pulmonary thromboembolism, pneumonia, dysreflexia, pulmonary, etc. The student will be part of a multidisciplinary team involved in various stages of rehabilitation. The student is familiarized with various types of adaptive equipment and the direct application of rehabilitative medicine principles.

SUR 551. Pediatric Surgery.

Offered to those completing the surgery core. Designed to introduce the student to the fundamentals involved in the clinical care of the pediatric surgical patient.

SUR 552. Substitute Internship in Pediatric Surgery.
Prerequisite: senior students only

For the senior student interested in general surgery as it applies to the pediatric age group. The student will act as an intern during the rotation, working closely in this capacity with the residents and attendings. Pre- and post-operative care of the pediatric patient emphasized and in-house night rotation is expected.

SUR 561. Thoracic and Cardiac Clerkship.

Provides additional experience in pathophysiology and treatment of intra-thoracic disease. The student participates with the chief resident and/or attending thoracic surgeon in answering consultations regarding patients with potential thoracic surgical problems on other services. In addition, opportunities are available for experience in treatment of critically ill patients in the surgical intensive care unit. Responsibilities of the student are entirely separate from those taking the required clerkship (SUR 500).

SUR 562. Thoracic and Cardiac Surgery Research Elective.

For students who have an interest in research or in a particular clinical intra-thoracic problem. A research goal or project may be determined by discussion with a member of the thoracic and cardiac surgery staff. This might consist of a pilot laboratory project or analysis of clinical cases. A paper describing the research project and results would be required.

SUR 563. Thoracic and Cardiac Surgery Preceptorship.
Prerequisite: Rotation through thoracic surgery at MCG.

Arrangements may be made for a student to work with a private thoracic-cardiac surgeon off-campus or at another medical school to provide additional experience in this field,

through observing methods of treatment of patients in hospitals other than the MCG Hospital and Clinics.

SUR 571. Urology Clerkship.

A four-week patient care elective in general urology which can be taken at the MCG Hospital and Clinics (maximum four students) or Dwight David Eisenhower Army Medical Center, Fort Gordon, Ga. (two students). Emphasis is on an evaluation of the urologic patient, both inpatients and outpatients. Students have an opportunity to assist on cystoscopies and several operative procedures. Opportunity to learn proper techniques for urethral dilations, urethral catherizations and prostatic evaluation is available. Students are assigned inpatients in rotation and perform histories and physical examinations upon them, and then follow the patient daily, including preoperative, operative and post-operative care. Faculty, residents and students make ward rounds and review all urologic X-rays daily. Informal conferences with faculty and/or residents are held covering the topics of G.U. malignancies, urolithiasis, prostatic disease, neurogenic bladder and complications of the catheter.

SUR 572. Urology Off-Campus Experience (Special Elective).

A four-week patient care off-campus elective which can be taken with a qualified urologist anywhere. The course content should about parallel SUR 571.

SUR 581. Plastic Reconstructive Surgery.
SUR 582. Plastic Reconstructive Surgery Off-Campus Experience. (Special Elective)

The plastic and reconstructive surgery service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone, and incorporating clinical material including tumors of the head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one-month rotation to include participation in ward rounds, clinics and in the operating room.

School of Nursing

Dean—Dr. Vickie A. Lambert
Acting Associate Dean for Undergraduate Programs—Dr. Katherine E. Nugent
Associate Dean for Graduate Programs and Research—Dr. Virginia H. Kemp
Associate Dean for Business Affairs
— Dr. J. David Bass

Academic Calendar

School of Nursing

Fall Quarter	*1993*	*1994*
New student orientation	September 9	September 15
New SONAT students register (in Augusta)	September 9	September 15
New students register	September 10	September 16
Returning student registration	September 13	September 19
Exemption examinations given at MCG for U.S. and Georgia history and constitution	September 13	September 19
Augusta College classes begin	September 20	TBA
MCG classes begin	September 14	September 20
Last day for late registration/schedule changes*	September 17	September 23
Midterm: last day to withdraw from a course without penalty	October18	October 21
Last day to apply for March graduation	October 18	October 21
Pre-registration for winter quarter	October 18–28	October 17–27
Regents' Test	October 25	TBA
Thanksgiving recess	November 24–26	November 23–25
Last day of classes	November 23	December 1
Examinations	November 29–30, December 1–2	December 2, 5–7
Term ends	December 2	December 7

Winter Quarter	*1994*	*1995*
Registration	January 4	January 3
Exemption examinations given at MCG for U.S. and Georgia history and constitution	January 4	January 3
Augusta College classes begin evening of:	January 3	TBA
MCG classes begin	January 5	January 4
Last day for late registration/schedule changes*	January 7	January 9
Last day to apply for June graduation**	January 7	January 10
Martin Luther King, Jr. holiday	January 17	January 16
Midterm: last day to withdraw from a course without penalty	February 4	February 6
Regents' Test	February 14	TBA
Pre-registration for spring quarter	February 7–17	February 6–16
Last day of classes	March 11	March 10
Examinations	March 14–16	March 13–16
Term ends	March 16	March 16

Spring Quarter	***1994***	***1995***
Registration	March 17	March 17 & 20
Exemption examinations given at MCG for U.S. and Georgia history and constitution	March 17	March 20
MCG classes begin	March 17	March 21
Spring vacation (SONAT)	March 21–27	March 20–26
Augusta College classes begin	March 22	TBA
Last day for late registration and schedule change*	March 23	March 27
Spring vacation (Augusta)	April 4–10	April 3–9
Midterm: last day to withdraw from a course without penalty	April 25	April 28
Last day to apply for August graduation	April 25	April 28
Regents' Test	May 2	TBA
Pre-registration for summer and fall quarters	April 25–May 5	April 24–May 4
Last day of classes	May 27	June 1
Examinations	May 30–31, June 1	June 2, 5–7
Term ends	June 1	June 7
Graduation	June 4	June 10

Summer Quarter	***1994***	***1995***
Registration	June 14	June 12
Exemption examinations given at MCG for U.S. and Georgia history and constitution	June 14	June 12
MCG classes begin	June 15	June 13
Last day for late registration and schedule changes*	June 20	June 16
Augusta College classes begin	June 14	TBA
Independence Day Holiday	July 4	July 4
Pre-registration for fall quarter	July 5–14	July 3–13
Regents' Test	July 18	July 19
Midterm: last day to withdraw from a course without penalty	July 18	July 17
Last day to apply for December graduation	July 18	July 17
Last day of classes	August 19	August 18
Examinations	August 22–25	August 21–24
Term ends	August 25	August 24

*A late fee is assessed beginning the day after the student's scheduled registration day.
**To ensure diploma is received in time for graduation.

School of Nursing

Philosophy

The School of Nursing, as an integral part of the Medical College of Georgia, conducts academic programs at the graduate and undergraduate levels, congruent with the purpose, mission and goals of the university. Faculty in the School of Nursing develop curricula reflecting their beliefs about person, environment, health and nursing.

Faculty view each person as a unique biopsychosocial being who interacts with family members, community and society, as well as with the physical environment. Each person, possessing worth and dignity, has unique capabilities for reasoning, adapting to change and advancing through developmental stages in order to maximize his individual potential.

Environment is the aggregate of internal and external forces affecting the person and society. These forces include physiological, psychological, social and cultural dimensions which influence health-care systems, giving impetus to the changing roles of the nurse. Thus, the environment is the contextual space in which nursing is practiced.

Health is a dynamic state of being, incorporating various degrees of wellness and illness. It is defined in accordance with the beliefs of individuals, families, groups and society.

Nursing is the "diagnosis and treatment of human responses to actual or potential health problems" (ANA, 1980, p. 8). It is a practice discipline directed toward optimizing health through education, research and service. Nurses promote wellness and prevent illness, and collaborate with other health professionals during the diagnosis, treatment and rehabilitation phases of an illness. These aims are accomplished through the nursing process.

The professional nurse is a practitioner with a broad knowledge base who exercises clinical judgment and accountability for his/her practice in a variety of settings. The diversity and complexity of our changing health-care system requires professional nurses who think critically and creatively in order to fulfill roles in providing comprehensive health care services. Thus, the professional nurse contributes to society as a citizen and as a professional.

Faculty believe learning is a life-long, dynamic process. Faculty consider the learner's life experiences, educational and professional goals, as well as the requirements of education for professional nursing during the teaching/learning process. This process involves an interaction between the learner and teacher which enhances the learner's acquisition of necessary professional nursing knowledge, skills and attitudes. Faculty, as facilitators, serve as models of competence in nursing practice, and help students achieve outcome objectives for their learning program.

The undergraduate program of study prepares the baccalaureate graduate for general professional nursing practice. The professional nurse has a sound education in nursing as well as related sciences and humanities. Graduate study is subsequently built on the knowledge and competencies acquired in baccalaureate nursing education and prepares the graduate to practice with expertise in clinical and functional areas. Graduate study in nursing encourages discovery, description, development and dissemination of innovative and changing ideas about human nature, human potential and health care enterprises which contribute to nursing science. An intellectual and independent learning environment is provided to stimulate a commitment to exploratory learning, and foster scientific literacy and skills in judicious and innovative decision-making.

Graduate students master a special field of study and develop appropriate methods of inquiry for future professional growth. Master's students are provided opportunities to acquire knowledge, skills and consultative ability in administrative or clinical major areas, and to one or more roles of teacher, administrator or clinical specialist. Doctoral students are prepared to develop nursing science through research and theory development related to health care across the life span or to complex organizations at the executive level. Graduate students are prepared to exert leadership in the evolution and further development of nursing science and the roles of nurses in an ever-changing society.

Accreditation

The School of Nursing is accredited by the National League for Nursing and is a member agency of the Council of Baccalaureate and Higher Degree Programs.

The baccalaureate program is also approved by the Georgia Board of Nursing. Graduates are eligible to take the state licensing examination, successful completion of which entitles the nurse legally to practice nursing and to use the title "registered nurse" (R.N.).

Facilities, General Education and Professional

The general facilities of the medical college combined with those of Augusta College offer excellent opportunities for a balanced program of liberal and professional

education in the bachelor and master's program.

In addition to facilities for instruction as listed in the General Information section of this catalog, the School of Nursing utilizes health-care institutions, including Gracewood State School and Hospital, Veterans Affairs hospitals, University Hospital, Augusta Regional Hospital, Department of Human Resources, nursing homes, day and nursery schools, and other agencies selected on the basis of their contribution to the student's applying knowledge and developing skills related to continuity of patient care, health-care services, and total health planning for individuals, families and communities.

The School of Nursing at Athens (SONAT) faculty offer the complete BSN program in Athens. Clinical facilities utilize a wide variety of health-care settings in primary, secondary and tertiary care, including Athens Regional Medical Center, St. Mary's Hospital, University Health Service, Department of Human Resources, day care centers, schools, nursing homes and many other health-related agencies.

Students enrolled in courses on the SONAT campus may not always be able to complete their clinical experience in Athens. In some instances, students may be required to travel to Atlanta, Augusta or other surrounding areas for such experiences.

Fees and Expenses

See the General Information section of this catalog for matriculation, other general fees and dormitory housing costs.

Estimated additional expenses and fees for nursing students include: for books and supplies—$300 to $600 per academic year; for uniforms—junior year, $135 and senior year, $45; other expenses (National Board fees, equipment, professional insurance, etc.)—junior year, $85, senior year, $180.

Current information on estimated costs for personal expenses, transportation, and off-campus housing can be secured from the Office of Undergraduate Admissions.

Financial Aid and Employment Opportunities

The Student Financial Aid Bulletin may be obtained by writing to the Financial Aid Office. A limited number of part-time employment opportunities are available through the MCG Personnel Office.

An application form on which you may apply for any of the programs listed in the brochure may be secured by writing the Financial Aid Office.

Employment opportunities for nursing students are available in local health care facilities in Augusta, including MCG Hospital and Clinics, University Hospital, St. Joseph Hospital and Humana Hospital. Nursing students also have opportunities for employment in hospitals in Athens.

Student Organizations and Activities

Students in the School of Nursing participate in the social, cultural and student development activities and organizations of both the Medical College of Georgia and Augusta College.

An honor society was organized in 1969. It was chartered as Beta Omicron Chapter, Sigma Theta Tau, Inc., 1974.

In addition to the regular activities at the college, students in nursing may belong to class organizations and the Georgia Association of Nursing Students.

Non-Academic Exclusion

Any student may be denied permission to continue in the School of Nursing if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his potential capabilities as a nurse.

The Bachelor of Science in Nursing Program

Objectives

Upon completion of the Baccalaureate Nursing program, the graduate will:

1. Deliver safe comprehensive nursing care in a variety of settings.
2. Demonstrate accountability to the profession and the community.
3. Participate as a problem-solver in both health care settings and the community at large.
4. Collaborate with relevant publics and members of the health-care team in a variety of settings.
5. Seek knowledge to improve his nursing practice.

Upon completion of the junior year, the student will be able to:

1. Apply relevant knowledge from the biopsychosocial sciences and the humanities to nursing care.
2. Use the nursing process in familiar and/or structured settings to meet health-care needs of clients throughout the life span.
3. Demonstrate individual responsibility and accountability for own nursing actions and for own learning in classroom and clinical experiences.
4. Use principles of teaching/learning to help individuals meet their health needs.
5. Participate with other members of the health team in providing health care.
6. Identify community and societal health needs and the past and present roles of the professional nurse in

meeting these needs.
7. Demonstrate basic utilization of the research process—specifically observation, data gathering and verification.
8. Use leadership and management behaviors in a variety of learning settings.

Upon the completion of the senior year, the student will be able to:
1. Synthesize theoretical and empirical knowledge from biopsychosocial sciences and the humanities with nursing theory and practice.
2. Use the nursing process to meet a broad spectrum of health needs of clients at all developmental stages and in various settings.
3. Demonstrate individual responsibility and accountability for own nursing actions and continued personal actions and continued personal and professional growth.
4. Use principles of teaching/learning to provide health education to groups.
5. Collaborate with members of the health team and relevant publics to provide and evaluate health-care delivery.
6. Participate in scanning the social environment as a basis for identifying and effecting needed change, to improve delivery within specific health-care systems, and to design nursing roles to meet current and emerging health care needs.
7. Demonstrate the ability to integrate selected research findings and to refine and extend nursing practice.
8. Demonstrate leadership and management in beginning professional nursing practice.

Admission Criteria

Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores.

Cumulative GPA, with some preference given for outstanding grades in courses supportive to nursing.

Completion of all prerequisite course work.

Preference to Georgia residents.

Personal interview, if requested by the school.

References.

High school graduation or its equivalent is required.

Application Procedures

Application forms with instructions for completing admission procedure may be obtained from the Office of Undergraduate Admissions. Application for each entering student must be filed (including all transcripts and other admission requirements) by March 1 for the fall quarter admission. Early application is encouraged.

Transcripts from all colleges or other higher educational institutions are part of the application and are necessary to determine admission eligibility. SAT or ACT scores must be submitted and should either be requested from Educational Testing Service or American College Testing Service, or should appear on the student's college transcript (or other document submitted) for undergraduate applicants.

All completed applications received before the stated deadlines are given careful consideration; however, not all applicants are admitted.

Technical Standards for Admission to and Retention in the Undergraduate Program

A candidate for the BSN degree must have four varieties of abilities and skills: observation, communication, motor and behavioral. Reasonable accomodations may be made for some disabilities. However, a candidate is expected to perform in a reasonably independent manner.

1. *Observation*: A candidate must be able to observe a patient/client accurately. Examples of observation include: Listening to heart and breath sounds, visualizing the appearance of a surgical wound, detecting the presence of a foul odor, and palpating an abdomen.
2. *Communication*: A candidate must be able to communicate effectively with patients/clients and other members of the health-care team. He must be able to interact with patients/clients and other members of the health-care team to obtain information, describe patient situations and perceive non-verbal communication.
3. *Motor*: A candidate must have adequate motor function to effectively work with nursing problems and issues and carry out related nursing care. Examples of nursing care include: ambulating and positioning patients; cardiopulmonary resuscitation; administering intravenous, intramuscular, subcutaneous and oral medications; applying pressure to stop bleeding; opening an obstructed airway; and patient/client daily hygiene care.
4. *Behavioral*: A candidate must have the emotional health required to maximize his intellectual abilities. Candidates must be able to tolerate physically taxing work loads and to function effectively during stressful situations. He must be able to adapt to ever-changing environments, displaying flexibility, interaction skills and ability to function in the case of uncertainty that is inherent in clinical situation involving patients/clients.

Non-Degree Applicants

A student seeking to enroll for nursing courses as a special student, non-degree seeking, should contact the Office of Undergraduate Admissions for additional information and an application.

Transfer Credit

Only science and math courses with a grade of C or better will be accepted for transfer into the BSN program. Any credit which is more than 10 years old or from unaccredited institutions is subject to validation to the satisfaction of the faculty. Information regarding the options for this validation may be obtained from the School of Nursing, Office of Advisement and Records. Applicants transferring general education credit not earned in a unit of the University System of Georgia are required to meet the general requirements of the core curriculum of the University System of Georgia.

School policy permits completion of certain subject exams offered through the College Level Examination Program (CLEP) and the American College Testing-Proficiency Examination Program (ACT-PEP) to be accepted for credit in the core curriculum.

Immunizations

In addition to the immunization ploicy listed in general information section of this catalog, students must have HBV immunizations completed before beginning the School of Nursing program; students not completing HBV series must sign a disclaimer.

Transfer Information for RN Applicants

Registered nurse students, graduating from an associate degree nursing program or diploma nursing program, will be eligible to transfer into the BSN (PRO-TRACK) program in the fall after passing the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Prior to enrolling, these student must complete the 90 quarter hours of required core curriculum; they will then have opportunities for advanced placement in the BSN (PRO-TRACK) program according to performance on ACT-PEP examination in selected nursing courses. Information about ACT-PEP examinations may be obtained from the Office of Undergraduate Admissions. CCRN's who hold current certification may exempt the ACT-PEP exam in Adult Nursing.

University System and Legislative Examination Requirements

All undergraduate students are required to meet Board of Regents and legislative examination requirements. These exams include the Regents Testing Program Examination, and the examinations of the Georgia Constitution and history and the U.S. Constitution and history.

Details regarding these required exams are published in the General Information section of this catalog and should be carefully read and understood by all applicants. CLEP exams do not meet these requirements.

Core Curriculum Requirements

All bachelor's degree students must complete at least 90 quarter hours of core curriculum (or general education) courses in accordance with the Board of Regents requirements. The core curriculum for School of Nursing students is presented below.

Area I—Humanities	*Quarter Hours*
English composition I*	5
English composition II*	5
Humanities electives (choose from art, drama, literature, fine arts, foreign languages, humanities, journalism, linguistics, music, philosophy, religion, speech, theater)	10
Total	*20*

Area II—Mathematics/Natural Sciences	*Quarter Hours*
General chemistry with lab*	5
General biology with lab*	5
Sequential chemistry or biology with lab*	5
College algebra/college mathematics*	5
Total	*20*

Area III—Social Sciences-History	*Quarter Hours*
American history	5
American government	5
Introductory sociology*	5
Introductory psychology*	5
Total	*20*

Area IV—Courses Supportive to Nursing	*Quarter Hours*
Human growth and development, developmental psychology, child psychology*	5
Human anatomy with lab*	5
Human physiology with lab*	5
Advanced psychology or sociology*	5
Microbiology with lab*	5
Statistics	5
Total	*30*
Total Quarter Hours	***90***

*These courses must be completed prior to beginning the program

**A political science course including American government is acceptable.

Bachelor of Science in Nursing Curriculum

The baccalaureate curriculum plan specifies required courses and sequence in each of the four years of the BSN program. Students may transfer in after two years of general preparatory work elsewhere. ***Except for the PRO-TRACK program, students are accepted at the junior level only.*** A minimum of 45 quarter hours of nursing coursework must be earned in residence. The curriculum focuses on the knowledge and practice of nursing and draws on relevant arts, sciences and the humanities.

All generic undergraduate nursing students will take the courses listed below, in addition to the general education core requirements, to complete BSN degree requirements. The nursing courses are taken in sequence beginning the junior year. In the junior and senior years, students will concentrate study in nursing theory and practice and continue study in general education. Students must complete their core curriculum courses prior to beginning their senior year in nursing. (Numbers in parenthesis are lecture-lab-credit hours).

Fall Quarter—Junior Year

NUR 311	Nursing Process and Theory	(3–0–3)
NUR 312	Pathophysiology and Therapeutic Modalities	(4–0–4)
NUR 313	Nursing Practice	(0–8–4)
NUR 314	Health Assessment	(2–2–3)

Winter Quarter—Junior Year

NUR 341	Health Promotion/Maintenance in Mental Health-Psychiatric Nursing	(3–0–3)
NUR 342	Health Restoration/Rehabilitation in Mental Health-Psychiatric Nursing	(4–0–4)
NUR 343	Nursing Practice in Mental Health-Psychiatric Nursing	(0–12–6)
NUR 357	Clinical Pharmacology	(3–0–3)
	Elective	(2 hours)

Spring Quarter—Junior Year

NUR 331	Health Promotion/Maintenance of Childbearing and Child-Rearing Families	(3–0–3)
NUR 332	Restoration of Health for Childbearing/Child-Rearing Families	(4–0–4)
NUR 333	Nursing Practice: Childbearing and Child-Rearing Families	(0–12–6)

Fall Quarter—Senior Year

NUR 401	Health Promotion/Maintenance in Community Health Nursing	(4–0–4)
NUR 402	Health Restoration/Rehabilitation in Community Health Nursing	(3–0–3)
NUR 403	Nursing Practice in Community Health Nursing	(0–12–6)

NUR 348	Introduction to Clinical Nursing Research	(3–0–3)
	Elective	(2 hours)

Winter Quarter—Senior Year

NUR 421	Health Promotion/Maintenance of Adults	(2–0–2)
NUR 422	Health Restoration/Rehabilitation of Adults	(5–0–5)
NUR 423	Adult Nursing Practice	(0–12–6)

Spring Quarter—Senior Year

NUR 431	Nursing Practice IV	(0–16–8)
NUR 432	Principles of Leadership and Management in Health Care	(6–0–6)

Total Quarter Hours ***92***

Registered Nurse PRO-TRACK Curriculum

Fall Quarter

NUR 348	Introduction to Clinical Nursing Research	(3–0–3)
NUR 400	Health Assessment	(3–4–5)
NUR 415	Professional Seminar I	(3–0–3)
	Elective	(4 hours)

Winter Quarter

NUR 401	Health Promotion/Maintenance in Community Health Nursing	(4–0–4)
NUR 402	Health Restoration/Rehabilitation in Community Health Nursing	(3–0–3)
NUR 403	Nursing Practice in Community Health Nursing	(0–12–6)
NUR 425	Professional Seminar II	(2–0–2)

Spring Quarter

NUR 431	Nursing Practice IV	(0–16–8)
NUR 432	Principles of Leadership and Management in Health Care	(6–0–6)
NUR 434	Professional Seminar III	(1–0–1)

Total Quarter Hours ***45***

Academic Eligibility and Progression Standards

Students in the baccalaureate nursing program must attain a cumulative GPA of at least 2.0 in all residence work to enter the senior year. A grade of C or better is required in all undergraduate nursing courses (designated NUR). *To progress, students must earn at least a C in each prerequisite.*

Students earning grades of D, F or WF in a single nursing course may repeat the course one time. Students earning grades of D, F or WF the second time will be academically dismissed. Upon notification of any grade of D, F or WF, the student must meet with the associate dean, undergraduate program, for academic advisement.

Students may repeat no more that two nursing courses during one enrollment at the Medical College of Georgia School of Nursing. After the third failure, the student is academically dismissed. A student may apply for readmission one year following dismissal, in accordance with standard application procedures.

Dean's List and Honors

Qualifying undergraduate students may be designated for Dean's List and/or graduation with honors. Qualifications are stated in the MCG General Information section of this catalog.

BSN Graduation Requirements

In addition to the undergraduate graduation requirements specified in the MCG General Information section of this catalog, the following requirements have been established for the BSN degree:

1. A grade of C or better for all undergraduate courses designated as NUR.
2. A MCG cumulative grade point average of 2.0 for all courses in residence.
3. Completion of at least 45 quarter hours in residence.

Course Descriptions

Lecture-lab-credit hours are shown as (4–2–5).

Departmental Faculty

Adult Nursing

Chair: P. Lillis; *Professors:* L. Burrell, G. Clayton, V. Lambert; *Associate Professors:* P. Lillis, J. Maloney; *Assistant Professors:* J. Bowsher, D. Boyle, M. Bramlett, S. Butler, D. Fair, M. J. Gerlach, C. diDonato-Gonzalez, P. Graham, B. Pless, M. Spurr, D. Wallace; *Instructors:* C. Berding, P. Decker, B. George-Gay, L. Reese, P. Spruill, M. Tingen.

Community Nursing

Chair: J. Boyle; *Professors:* J. Boyle; *Associate Professors:* S. George, P. Hoff, V. King, S. Thomas; *Assistant Professors:* E. Daniels, C. Gorman, S. Turner; *Instructors:* G. Bentley, M.E. DasGupta, D. Moriarty; *Research Scientist:* W. Dudley.

Mental Health-Psychiatric Nursing

Chair: L. Lierman; *Associate Professors:* G. Bennett, L. Ellis, M. Killeen, L. Lierman; *Assistant Professors:* L. Gramling, C. Welch; *Instructors:* P. Belger, C. Crenshaw, B. Cunningham, J. Mackie, P. Price, S. Thompson.

Nursing Administration

Chair: A. Lowenstein; *Professor:* B. Fuszard; *Associate Professors:* A. Lowenstein; *Assistant Professors:* L. Cohen, S. Hillman, N. Williamson.

Parent-Child Nursing

Acting Chair: A. Lowenstein; *Associate Professors:* V. Kemp, K. Nugent; *Assistant Professors:* M. Bradshaw, A. Desmond, L. Hasan, B. Kiernan, C. Koehler, E. Pond, C. Tiller, L. Wallom; *Instructors:* J. Behr, M. Bravo, M. Chambers, D. Dowling, R. Engel, J. Woods.

NUR 311. Nursing Process and Theory. ***(3-0-3)***
Prerequisites: Junior-level status in the School of Nursing.
Introduces the nursing process as the unifying concept for nursing care. Nursing theory, health promotion, health maintenance and health restoration and rehabilitation are explored. Ethical, legal and cultural implications for nursing practice are considered.

NUR 312. Pathophysiology and Therapeutic Modalities. ***(4-0-4)***
Prerequisites: Junior-level status in the School of Nursing.
Introduces the learner to the premise that pathophysiology is characterized by the disruption of homeostasis. Content stresses the pathophysiologic bases for alterations in structure and function as they interfere with the cellular survival needs for oxygen, nutrition, elimination and fluid-electrolyte and acid-base balance. Selected therapeutic modalities are identified that ameliorate alterations and promote restoration of health.

NUR 313. Nursing Practice. ***(0-8-4)***
Prerequisites: Junior-level status in the School of Nursing.
Introductory clinical course which applies course content from health assessment, pathophysiology and nursing process and theory in the clinical setting.

NUR 314. Health Assessment. ***(2-2-3)***
Prerequisites: Junior-level status in the School of Nursing.
Techniques of obtaining a health history, of performing physical, developmental, family and nutritional assessments and recording findings for clients across the life span.

NUR 331. Health Promotion and Maintenance of Childbearing and Child-Rearing Families ***(3-0-3)***
Prerequisites: Completion of fall-quarter junior-level courses.
Focuses on the role of the nurse in the health promotion of childbearing and child-rearing families. Examines the interrelatedness of man, environment, nursing and health from the period of the beginning family through adolescence.

NUR 332. Restoration of Health for Childbearing and Child-Rearing Families. ***(4-0-4)***
Prerequisites: Completion of fall-quarter junior-level courses.
Focuses on the restoration of health of childbearing and child-rearing families, and the role of the nurse in dealing with clients in varying degrees of wellness and illness. Normal growth and development of individuals and families and effective adaptive mechanisms are used as a baseline when studying and interacting with individuals and families who are experiencing developmental variations and interferences with needs.

NUR 333. Nursing Practice: Childbearing and Child-Rearing Families. ***(0-12-6)***
Prerequisities: Completion of fall-quarter junior-level courses. Must be taken concurrently.
Application of principles of health promotion, maintenance and restoration with childbearing/child-rearing families. Clinical opportunities in both ambulatory and acute-care settings.

NUR 341. Health Promotion/Maintenance in Mental Health-Psychiatric Nursing. ***(3-0-3)***
Prerequisites: Completion of fall-quarter junior-level courses.
Focuses on critical factors that affect the mental health of clients in their environments. Covers nursing process and teaching/learning principles in promoting and maintaining mental health throughout the life cycle. Concepts, principles and theories related to communication, anxiety, development, stress, self-care, normal grief, personal values and research will be examined as they apply to mental health promotion and maintenance.

NUR 342. Health Restoration/Rehabilitation in Mental Health-Psychiatric Nursing. ***(4-0-4)***
Prerequisites: Completion of fall-quarter junior-level courses.
Focuses on clients with mental disorders. The nursing process and selected models of psychiatric care are presented as approaches to restoring optium levels of mental health.

NUR 343. Nursing Practice in Mental Health-Psychiatric Nursing. ***(0-12-6)***
Prerequisites: Completion of fall-quarter junior-level courses.
Applies assessment, counseling and crisis-intervention skills in planned health promotion and restoration activities with selected individuals, families and groups.

NUR 348. Introduction to Clinical Nursing Research. ***(3-0-3)***
Prerequisites: Completion of junior-level courses.
Provides an opportunity to study the research process in nursing. Designed to help students develop critical thinking skills while critiquing published nursing research. Students apply beginning nursing research skills by identifying a clinical nursing problem.

NUR 357. Clinical Pharmacology. ***(3-0-3)***
Prerequisites: Completion of fall-quarter junior-level courses.
Provides an understanding of principles of pharmacology. Content includes information on the pharmacokinetics and pharmacodynamics of prototype pharmacologic agents and related nursing implications.

NUR 400. Health Assessment. ***(3-4-5)***
Expands the registered nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive health assessment. (Credit for NUR 400 may be obtained by departmental examinations.)

NUR 401. Health Promotion/Maintenance in Community Health Nursing. *(4-0-4)*

Prerequisites: Completion of junior-level courses.

Focuses on health promotion and illness prevention with individuals, families and aggregates. Emphasizes societal factors influencing health, including culture, economics, politics, lifestyle and the health care system. Introduces concepts of wellness, consumerism, health screening and risk factors, as well as principles of teaching-learning. Highlights ethical issues in community health and resource allocation decision-making.

NUR 402. Health Restoration/Rehabilitation in Community Health Nursing. *(3-0-3)*

Prerequisites: Completion of junior-level courses.

Focuses on restoring and rehabilitating individuals, families and aggregates with health problems. Concentrates on interventions designed to alleviate and prevent recurrence of these health problems.

NUR 403. Nursing Practice in Community Health Nursing. *(0-12-6)*

Prerequisites: Completion of junior-level courses.

Application of concepts and principles presented in health promotion and maintenance in community nursing health restoration and rehabilitation in the care of individuals, families and aggregates.

NUR 415. Professional Seminar I. *(3-0-3)*

Emphasizes the process of professional practice and the major forces that influence nursing as a profession.

NUR 421. Health Promotion/Maintenance of Adults. *(2-0-2)*

Prerequisites: Completion of junior-level courses.

Theoretical foundations of development, change and teaching/learning are the basis for identifying and promoting health behaviors. Health risks and needs of client goals and lifestyles are assessed using models and nursing strategies to promote healthy behaviors and lifestyles.

NUR 422. Health Restoration/Rehabilitation of Adults. *(5-0-5)*

Prerequisites: Completion of junior-level courses.

Focuses on the restoration of health of clients in various adult developmental stages who have existing health care problems. Emphasizes the use of the nursing process in the care of clients with complex health problems.

NUR 423. Adult Nursing Practice. *(0-12-6)*

Prerequisites: Completion of junior-level courses.

Application of knowledge related to health care needs of adult clients across the lifespan. Emphasis is placed on the systematic use of nursing theory, nursing process and nursing standards, as the basis for nursing interventions and evaluation of the quality of nursing care. Clinical problems are identified as areas for nursing research. A selected nursing intervention is tested as the independent variable in a clinical study. Clinical experiences are planned in a variety of client-care settings with the learner actively participating in the selection of experiences.

NUR 425. Professional Seminar II. *(2-0-2)*

Prerequisites: Completion of fall quarter.

Focuses on the past, present and future trends, and socio-economic, legal and political forces affecting the nursing profession. Individual professional goals and career strategies explored.

NUR 431. Nursing Practice IV. *(0-16-8)*

Prerequisites: Completion of all other required nursing courses. Taken concurrent with or following NUR 432, Principles of Leadership & Management in Health Care. Provides opportunity to synthesize and integrate learning experiences and test in practice settings.

NUR 432. Principles of Leadership and Management in Health Care. *(6-0-6)*

Prerequisites: Completion of junior-level courses.

Focuses on the leadership and management responsibilities of the beginning professional nurse within structured and non-structured health care settings. Builds on prior knowledge gained in courses on the humanities, biopsychosocial sciences and nursing science.

NUR 434. Professional Seminar III. *(1-0-1)*

Prerequisites: Completion of winter-quarter courses.

Focuses on nursing theory and research, and helps student integrate theory and research findings into the practice setting. Class content, discussions and readings promote inquiry into the phenomena of nursing, help students by suggesting research questions to improve practice, and facilitate transition into professional nursing practice.

Electives

NUR 350. Substance Abuse Nursing. *(2-0-2)*

Provides and introduction to basic concepts and skills pertinent to the nursing diagnosis of problems related to substance abuse in various practice settings. Learning experiences are planned to encourage students to examine their attitude toward substance abusers and substance abuse disorders as health problems. Strategies to assist substance abusers in recovery are explored.

NUR 351. Therapeutic Nutrition. *(2-0-2 or 4-0-4)*

Prerequisites: Permission of instructor.

Focuses on the currently known nutrients required to achieve optimal health status, how they are used in the body and consequences of inadequate intake of these nutrients. The influences of religious, cultural and ethnic background on nutrition are discussed. Emphasis is placed on the promotion of healthful lifestyles for the students and their patients.

NUR 352. Nursing and Human Sexuality. *(2-0-2 or 4-0-4)*

Students examine personal beliefs, attitudes and values regarding sexuality and recognize the effects these have on nursing practice. Emphasizes the need for a basic knowledge base in sexuality and communication skills in order to assess clients' needs, provide effective education and make referrals when appropriate.

NUR 353. Transcultural Nursing. ***(2-6-5)***
Prerequisites: Community nursing courses.
Students acquire knowledge and skills related to transcultural nursing. The course analyzes the effects of environment, culture, religion, politics and economics on health-care delivery in a developing country.

NUR 354. Nursing in Complex Problems of Childbearing. ***(2-0-2 or 2-4-4)***
Prerequisites: NUR 331, NUR 332, NUR 333.
Students deepen and expand their knowledge base in childbearing processes, family dynamics and the nursing process. Current trends and issues relevant to deviations from the normal childbearing process is investigated. Students also explore the professional role of the nurse when dealing with childbearing clients.

NUR 355. Issues Related to Successful Aging. ***(2-0-2 or 4-0-4)***
Increases understanding and appreciation of the normal aging process. Emphasis on positive developmental attributes and creative approaches that enrich the life processes of the older population.

NUR 356. Intensive Coronary Care. ***(2-4-4 or 2-0-2)***
Prerequisites: Completion of junior-level courses or consent of instructor.
Exposes the learner to recent advances in pathophysiology, pharmacology, technology and treatment of persons with cardiovascular disease with an emphasis on coronary heart disease.

NUR 358. Nursing in Human Loss and Grieving. ***(2-0-2 or 4-0-4)***
Study of the conceptual models of loss, grief, death and dying and their application in the nurse/client and group interactions. Emphasis on the theories of caring, development, adaptation and ethics in nursing interventions with these clients.

NUR 359. Issues in Women's Health Care. ***(2-0-2 or 4-0-4)***
Prerequisites: NUR 331, NUR 332, NUR 333.
Introduction of contemporary issues in women's health. Theoretical information presented and discussed in weekly seminars; students examine society's impact on women's health and information about women's common health concerns. Nurse advocacy approach to the nurse-client relationship emphasized. Research issues as they relate to women's health discussed.

NUR 360. Pediatric Externship and Professional Nurse Development. ***(2-6-5)***
Prerequisites: Completion of junior-level courses.
Provides a unique learning opportunity that results from a collaborative effort between MCG School of Nursing and MCG Hospital Department of Nursing. Gives in-depth knowledge in the nursing care of the hospitalized child and his family. The student utilizes this knowledge by applying the nursing process for children with complex illnesses in pediatric tertiary-care settings. The student utilizes the work setting to demonstrate the acquisition of professional work behaviors.

NUR 361. Perioperative Nursing. ***(1-6-4)***
Prerequisites: Completion of first-and second-quarter junior-level courses.
Introduces the concept of perioperative nursing and provides the opportunity to implement the nursing process within the perioperative, intraoperative, postoperative and prerecovery phase of the patient's surgical experience.

NUR 362. Cross-Cultural View of Nursing as an Art and Science ***(4-0-4 or 5-0-5)***
Provides the opportunity to view nursing in a cross-cultural setting. Students study the present health-care system in the United Kingdom and have the rare experience of learning about historical roots of the nursing profession in the life and works of Florence Nightingale.

NUR 363. Ethics in Nursing. ***(2-0-2 or 4-0-4)***
Prerequisites: Completion of junior-level courses.
Develops knowledge of ethics in nursing. Emphasizes personhood, major ethical theories and basic principles of health-care ethics. Philosophical considerations involving the value of life and the distribution of resources serve as prototypes for ethical issues in health care. Specific issues are explored through the application of ethical decision-making models to selected case studies.

NUR 364. Computer Applications in Nursing ***(2-4-4)***
Provides the knowledge and skills to use computer applications in the discipline of nursing.

NUR 365. Nursing Care of the Client with Dysrhythmias ***(2-0-2 or 4-0-4)***
Prerequisites: Completion of pathophysiology course.
Provides a comprehensive understanding of normal and abnormal cardiac electrophysiology. The learner utilizes knowledge obtained from the previous pathophysiology course when discussing pathology related to dysrhythmias. Major emphasis on nursing interventions specific to the care of clients experiencing dysrhythmias.

NUR 366. Adult Nursing Externship ***(3-4-5)***
Prerequisites: Completion of junior-level courses.
Provides a unique learning opportunity to build on principles of nursing basic to the care of adult patients with various health alterations. Students explore selected concepts related to the care of the adult patient and use the nursing process to plan care of the patient and his family , building on knowledge acquired in the junior year. The student, employed as a Senior PCA II, demonstrates responsible work-role behaviors in the work setting.

NUR 367. Organ and Tissue Donation and Transplantation: A Nursing Perspective. ***(3-2-4)***
Focuses on the complex issues related to organ/tissue procurement and transplantation. Explores biological, psychological, social, legal and ethical ramifications of organ transplantation. Students interact with patients and their families and network with organ procurement teams across the U.S. Role of nurse as primary team member and facilitator is emphasized.

NUR 368. Concepts of Rural Nursing ***(2-0-2)***
Prerequisites: Completion of fall-quarter junior-level courses.
Focuses on the organization and functioning of nursing within health delivery systems in rural areas.

NUR 369. Financial and Economic Impacts on Nursing. ***(2-0-2 or 4-0-4)***
Focuses on the relationship of the external and institutional financial and economic environments to the professional practice of nursing.

NUR 370. Nursing Management in HIV Disease. ***(2-0-2)***
Introduction of physical, psychosocial and ethical/legal issues related to planning/caring for persons across the spectrum of HIV disease. Provides a foundation to develop professional nursing practice.

NUR 371. Introduction to Alternatives in Childbirth. ***(1-2-2)***
Prerequisites: NUR 331, NUR 332, NUR 333.
Teaches various types of childbirth education and an increased awareness of alternatives of childbirth.

NUR 372. Community Focus: Nursing Support Following Natural or Manmade Disaster Devastation. ***(2-4-4)***
Prerequisites: Permission of faculty.
In the event of a natural or manmade disaster, the student studies a selected site, assesses needs and resources available, offers assistance and interacts with available health-care providers. The student must adapt to the need and changes as they occur in the environment and relate with the community and group as the week progresses.

NUR 398. Independent Study. ***(variable credit)***
Faculty permission required.

NUR 399. Independent Study. ***(variable credit)***
Faculty permission required.

NUR 450. Critical Care Nursing. ***(4-0-4)***
Prerequisite: completion of junior-level courses and permission of instructor.
Focuses on critical care nursing in acute medical and surgical crises. Emphasizes common acute stressors, adaptive mechanisms of patients, and the role of the nurse in working with critically ill patients and their families.

Appendix A

University System of Georgia

Members of the Board of Regents

	Representing	*Current Term Expires*
John H. Anderson, Jr., *Hawkinsville*	State-at-Large	1997
Joel H. Cowan, *Atlanta*	State-at-Large	1995
Suzanne G. Elson, *Atlanta*	State-at-Large	1999
Donald M. Leebern, Jr., *Atlanta*	State-at-Large	1998
Barry Phillips, *Atlanta*	State-at-Large	1995
S. William Clark, Jr., *Waycross*	First District	1999
Elsie P. Hand, *Pelham*	Second District	1997
William B. Turner, *Columbus*	Third District	2000
Virgil R. Williams, *Stone Mountain*	Fourth District	2000
Elridge W. McMillan, *Atlanta*	Fifth District	1996
W. Lamar Cousins, *Marietta*	Sixth District	1994
Edgar L. Rhodes, *Bremen*	Seventh District	1999
John Howard Clark, *Moultrie*	Eighth District	1996
James E. Brown, *Dalton*	Ninth District	1994
Thomas F. Allgood, Sr., *Augusta*	Tenth District	2000
Juanita Powell Baranco, *Decatur*	Eleventh District	1998

Officers and Staff Members of the Board of Regents

John H. Anderson, Jr., *Chairman**
Barry Phillips, *Vice Chairman**
H. Dean Propst, *Chancellor**
David S. Spence, *Executive Vice Chancellor**
Henry G. Neal, *Executive Secretary**
James E. Cofer, *Vice Chancellor for Fiscal Affairs and Treasurer**
Peter S. Hoff, *Vice Chancellor—Academic Affairs*
Thomas E. Daniel, *Vice Chancellor—External Affairs*
Douglas H. Rewerts, *Vice Chancellor—Facilities*
J. B. Mathews, *Vice Chancellor—Information Technology*
Haskin R. Pounds, *Vice Chancellor—Research and Planning*
Vacant, *Vice Chancellor—Services and Minority Affairs*
Vacant, *Vice Chancellor—Student Services*
David M. Morgan, *Assistant Vice Chancellor—Academic Affairs*
Joseph H. Silver, Sr., *Assistant Vice Chancellor—Academic Affairs*
Mary Ann Hickman, *Assistant Vice Chancellor—Affirmative Action*
L. Gillis MacKinnon, III, *Assistant Vice Chancellor—Facilities*
Thomas E. Mann, *Assistant Vice Chancellor—Facilities*
Ernest G. Murphrey, *Assistant Vice Chancellor—Fiscal Affairs / Accounting Systems and Procedures*
C. Roger Mosshart, *Assistant Vice Chancellor— Fiscal Affairs / Budgets*
T. Don Davis, *Assistant Vice Chancellor / Personnel*
Cathie Mayes Hudson, *Assistant Vice Chancellor—Planning*
Joseph J. Szutz, *Assistant Vice Chancellor— Planning*
Kay Miller, *Assistant to the Chancellor and Director of System Advancement*
Elizabeth E. Neely, *Assistant Executive Secretary*
John Sherwood, *Assistant Executive Secretary*

*Officers of the Board

Appendix B

General Administration and Academic Deans

President
Francis J. Tedesco

Vice President for Academic Affairs
Barry D. Goldstein

Vice President for Business Operations/ Legal Advisor to the President
Gerald W. Woods

Vice President for Fiscal Affairs and Planning
J. Michael Ash

Vice President for Research
Lowell M. Greenbaum

Vice President for Student Affairs
James B. Puryear

Vice President for University Advancement
James B. Osborne

Executive Director of the Medical College of Georgia Hospital and Clinics
R. Edward Howell

Associate Vice President for Planning (Hospital and Clinics)
Lois T. Ellison

Director, Internal Audit
Donald C. Smith

Chief Information Officer
Dale M. Chernich

Senior Legal Advisor
Clayton D. Steadman

Dean, School of Allied Health Sciences
Biagio J. Vericella

Dean, School of Dentistry
David R. Myers

Dean, School of Graduate Studies
Lowell M. Greenbaum

Interim Dean, School of Medicine
Charles H. Wray

Dean, School of Nursing
Vickie A. Lambert

Academic Affairs

Director, Continuing Education and Health Communication
Paul J. Brucker

Director, Institutional Research and Information
Barbara P. Stephens

Interim Director, Library
Camilla B. Reid

Business Operations

Director, Materials Management
Lewis K. Parrish, Jr.

Director, Personnel Services
William G. Hayes

Director, Physical Plant
W. Clay Adamson, Jr.

Director, Public Safety
R. Bruce Morgan

Fiscal Affairs

Director, Auxiliary Services
Thomas R. Pearre

Director, Budget Management
William F. Smith

Comptroller
Allen E. Slavens

Director, Facilities Planning
William Y. McLean

Research Affairs

Director, Biostatistics
William O. Thompson

Director, Grants and Contracts
J. Russell Claybrook

Director, Research Support Services
J. Malcolm Kling

Student Affairs

Director, Financial Aid
Sandra D. Fowler

Director, Housing and Foreign Visitor Advisor
Thomas J. Fitts

Director, Minority Student Affairs
James E. Carter, III

Registrar
James L. McLeod

Director, Student Affairs and Enrollment Management
Bernard J. Abbott

Director, Student Development
Randy R. Butterbaugh

Director, Undergraduate Admissions
Elizabeth Griffin

Appendix C

*Full-time/Part-time Faculty**

Abbott, Bernard J., Associate Professor of Health Education, Student Affairs. MI St Univ, PhD 1976; FL St Univ, MS 1966; FL St Univ, BS 1961. Appointed 08/01/72.

Abdel-Latif, Ata A., Regents Professor, Biochemistry and Molecular Biology; Professor, Graduate Studies. IL Inst of Tech, PhD 1963; De Paul Univ, MS 1958; De Paul Univ, BS 1955. Appointed 08/01/67.

Abele, Donald C., Professor, Dermatology; Professor, Medicine. Washington Univ, MD 1957; Cntrl Methdst Col, BA 1953. Appointed 09/01/68.

Abney, Thomas O., Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. Univ of GA, PhD 1972; Univ of GA, MS 1969; Univ of GA, BS 1966. Appointed 07/01/73.

Abraham, Edathara C., Professor, Biochemistry and Molecular Biology; Professor, Graduate Studies. Univ of Louisville, PhD 1971; Univ of Kerala, BS 1958. Appointed 07/01/74.

Adair, Steven M., Associate Professor, Pediatric Dentistry. Univ of NC (Chpl Hl), DDS 1973; Univ of IA (St), MS 1976; Univ of NC (Chpl Hl), BS 1969. Appointed 08/01/90.

Adams, Francis W., Jr., Instructor, Oral Rehabilitation. Med Univ of SC, DMD 1979; Clemson Univ, BS 1975. Appointed 09/01/92.

Adams, Robert J., Associate Professor, Neurology. Univ of AR for Med Scis, MD 1980; Univ of CO (Bldr), MS 1976; Snt Louis Univ, BS 1971. Appointed 07/01/85.

Agee, Julia F., Assistant Professor, Medicine. Med Col of GA, PhD 1980; Med Col of GA, MS 1969; Furman Univ, BS 1950. Appointed 10/01/89.

Ahmed, Aftab J., Assistant Professor, Psychiatry and Health Behavior. Univ of AR, PhD 1980; Univ of Islanabad, MPhil 1969; Panjab Univ, MSc 1967; Government Degree Col, BSc 1965; Gordon Col, FSc 1963. Appointed 11/01/92.

*Note: File effective May 15, 1993, including those actions approved by the Board of Regents to take effect July 1, 1993.

Akhtar, Rashid A., Professor, Biochemistry and Molecular Biology; Professor, Graduate Studies. Univ of London, PhD 1974; Panjab Univ, MS 1964; Panjab Univ, BS 1963. Appointed 07/01/77.

Albritton, Thomas A., Assistant Professor, Medicine. Univ of Auto de Guadalajara, MD 1980; Univ of GA, BS 1976. Appointed 10/01/89.

Alex, Glenn C., Instructor, Oral Diagnosis and Patient Services. Med Col of GA, DMD 1987; Furman Univ, BS 1983. Appointed 12/01/89.

Allen, Marshall B., Jr., Professor, Surgery. Harvard Univ, MD 1953; Univ of MS, BA 1949. Appointed 01/01/65.

Allen, Virginia R., Professor, Occupational Therapy; Professor, Graduate Studies. Univ of GA, EdD 1984; Med Col of GA, MHE 1977; Med Col of GA, BS 1967. Appointed 09/01/73.

Allison, Jerry D., Associate Professor, Radiology; Associate Professor, Radiologic Technologies. Univ of FL, PhD 1978; Old Dominion Univ, MS 1974; NC St Univ (Ralgh), BS 1970. Appointed 09/14/78.

Allsbrook, William C., Jr., Associate Professor, Pathology. Univ of NC (Chpl Hl), MD 1970; Duke Univ, AB 1964. Appointed 07/01/80.

Althisar, Henry M., Associate Professor, Medicine. Med Col of GA, MD 1952. Appointed 01/01/71.

Altman, Roy E., Jr., Assistant Professor, Pathology. Univ of GA, PhD 1976; Univ of GA, MS 1968; Berry Col, BS 1965. Appointed 09/15/80.

Anderson, Gail C., Associate Professor, Library. Univ of MI (Ann Arbor), AMLS 1970; Univ of MI (Flint), AB 1969. Appointed 12/01/78.

Anderson, Ronald W., Associate Professor, Endodontics. Univ of TX Hlth Sci Ctr (Hstn), DDS 1971; Univ of TX Hlth Sci Ctr (Hstn), MS 1975. Appointed 02/01/86.

Arazie, Joan C., Instructor, Radiologic Technologies. Med Col of GA, BS 1975; Med Col of GA, AS 1974. Appointed 11/15/84.

Arena, John G., Associate Professor, Psychiatry and Health Behavior. St Univ of NY (Albany), PhD 1983; Adelphi Univ, BA 1978; Nassau Comm Col, AA 1976. Appointed 07/01/84.

Arnette, Ann H., Instructor, Medical Technology. Erskine Col, BA 1972. Appointed 05/01/90.

Backus, Deborah A., Instructor, Physical Therapy. Boston Univ, BS 1986. Appointed 09/01/92.

Bailey, Joseph P., Jr., Charbonnier Professor, Medicine. Med Col of GA, MD 1955; Mercer Univ, MEd 1952; Mercer Univ, BS 1952. Appointed 07/01/61.

Bailey, Thomas E., Jr., Associate Professor, Surgery. Med Col of GA, MD 1972; Univ of GA, BS 1968. Appointed 07/01/80.

Baisden, C. Robert, Professor, Pathology. West VA Univ, MD 1965; West VA Univ, AB 1961. Appointed 03/01/79.

Baker, R. Randall, Assistant Professor, Respiratory Therapy; Assistant Professor, Anesthesiology. Univ of AL (Birmnghm), PhD 1991; John Carroll Univ, BS 1977. Appointed 05/01/93.

Barenie, James T., Professor, Pediatric Dentistry. IN Univ-Prdue Univ (Indnpls), DDS 1967; Univ of Rochester, MS 1973. Appointed 08/18/77.

Barger, James H., Assistant Professor, Psychiatry and Health Behavior. IN Univ-Prdue Univ (Indnpls), MD 1966; IN Univ (Bloomington), BA 1962. Appointed 09/01/90.

Barman, Scott A., Assistant Professor, Pharmacology and Toxicology; Assistant Professor, Graduate Studies. Univ of ND, PhD 1986; Univ of ND, MS 1983; Muhlenberg Col, BS 1980. Appointed 09/01/90.

Barrett, J. Michael, Associate Professor, Cellular Biology and Anatomy; Associate Professor, Graduate Studies. Tulane Univ of LA, PhD 1973; Univ of North CO, BA 1968. Appointed 07/01/77.

Barrett, John F., Jr., Assistant Professor, Radiology. Univ of SC (Columbia), PhD 1981; Univ of SC (Columbia), MD 1985; Tulane Univ of LA, BS 1976. Appointed 09/01/92.

Basgall, Edward J., Assistant Professor, Cellular Biology and Anatomy. Univ of IL (Urbana), PhD 1983; Univ of IL (Urbana), BS 1975. Appointed 05/01/93.

Bate, David M., Assistant Professor, Psychiatry and Health Behavior. Med Col of GA, MD 1987; Emory Univ, BA 1982. Appointed 01/01/92.

Bates, Deborah J., Assistant Professor, Surgery. Med Col of GA, MD 1976; Agnes Scott Col, BA 1972. Appointed 09/01/85.

Bates, William B., Assistant Professor, Radiology. Med Col of GA, MD 1976; Univ of GA, MA 1972; Univ of GA, BS 1970. Appointed 05/01/81.

Battles, William M., Jr., Assistant Professor, Psychiatry and Health Behavior. Univ of Louisville, MD 1966; Jacksonville Univ, BS 1962. Appointed 07/01/91.

Bauza-Armstrong, Jose A., Assistant Professor, Radiology. Univ of PR, MD 1984; Boston Univ, BA 1980. Appointed 07/01/92.

Baysal, Erol, Assistant Professor, Biochemistry and Molecular Biology. Univ of London, PhD 1987; Univ of London, BSc 1983. Appointed 11/01/90.

Beckham, Bruce M., Assistant Professor, Endodontics. Med Col of GA, DMD 1984; Univ of GA, BS 1980; Gordon Col, AS 1978. Appointed 07/01/92.

Beckham, Constance C., Instructor, Associated Dental Sciences. Med Col of GA, BS 1981. Appointed 08/15/90.

Behr, Julia L., Instructor, Parent-Child Nursing. Med Col of GA, MSN 1992; Med Col of GA, BSN 1988. Appointed 01/14/93.

Behzadian, Mohammad A., Assistant Professor, Obstetrics and Gynecology; Assistant Professor, Cellular Biology and Anatomy; Assistant Professor, Graduate Studies. Univ of AZ, PhD 1984; Univ of AZ, MSc 1980; Univ of Teheran, BS 1970. Appointed 10/16/86.

Bell, Raymond A., Associate Professor, Ophthalmology; Associate Professor, Neurology. Queen's Univ (Kngstn), MD 1970. Appointed 04/01/91.

Bennett, E. Gerald, Asscciate Professor, Mental Health Nursing; Associate Professor, Graduate Studies; Associate Professor, Psychiatry and Health Behavior. Univ of TX (Austin), PhD 1983; Case Wstrn Resv Univ, MSN 1977; Med Col of GA, BSN 1974. Appointed 07/01/83.

Bennett, James W., Professor, Pediatrics. Med Col of GA, MD 1946. Appointed 07/01/53.

Bentley, Gayle W., Instructor, Community Nursing. Med Col of GA, MSN 1989; Clemson Univ, BSN 1974. Appointed 01/01/93.

Berding, Christine L., Instructor, Adult Nursing. Med Col of GA, MSN 1992; Med Col of GA, BSN 1983. Appointed 09/01/92.

Berg, Teresa G., Instructor, Obstetrics and Gynecology. Univ of SD (Sprngfld), MD 1987; SD St Univ, BS 1983. Appointed 07/01/93.

Berge, Donavon D., Assistant Professor, Oral and Maxillofacial Surgery. Univ of MN (Minn/Snt Paul), DDS 1970; Univ of MN (Minn/Snt Paul), BS 1968. Appointed 11/01/78.

Bertrand, Styles L., Associate Professor, Surgery; Assistant Professor, Pediatrics. TX Tech Univ, MD 1980; Univ of TX (Austin), BA 1976. Appointed 12/01/85.

Best, Gary K., Professor, Immunology and Microbiology; Professor, Graduate Studies. OK St Univ, PhD 1965; Southwest St Col, BS 1960. Appointed 06/01/68.

Bhalla, Vinod K., Professor, Physiology and Endocrinology; Associate Professor, Biochemistry and Molecular Biology; Professor, Graduate Studies. Agra Univ, PhD 1968; Agra Univ, MS 1964; Agra Univ, BS 1962. Appointed 06/01/74.

Bhansali, Sanjay A., Assistant Professor, Surgery. Wayne St Univ, MD 1984; Albion Col, BA 1980. Appointed 11/01/91.

Bhatia, Jatinder J. S., Professor, Pediatrics. Univ of Poona, MBBS 1975. Appointed 07/01/91.

Bhatti, Nazir A., Professor, Surgery. Univ of the Punjab, MBBS 1957; Govt Col (Mnglre), FSc 1950. Appointed 09/15/68.

Binet, Eugene F., Professor, Radiology. Univ of MN (Minn/Snt Paul), MD 1962; Col of Snt Thom, BS 1958. Appointed 07/01/87.

Bittle, Charles R., Associate Professor, Anesthesiology. Wake Forest Univ, MD 1952. Appointed 12/12/69.

Blevins, Keith S., Assistant Professor, Oral and Maxillofacial Surgery. Med Col of VA, DDS 1967; Hope Col, BA 1959. Appointed 01/01/72.

Bockman, Dale E., Professor, Cellular Biology and Anatomy; Professor, Graduate Studies. Univ of IL Med Ctr (Chicago), PhD 1963; CA St Univ (LA), MA 1958; Southwest MO St Col, BSEd 1956. Appointed 02/01/75.

Boedy, R. Frederick, Assistant Professor, Pediatrics. Univ of FL, MD 1978. Appointed 07/01/89.

Bollag, Wendy B., Assistant Professor, Medicine. Yale Univ, PhD 1990; Yale Univ, MS 1988; PA St Univ, BS 1984. Appointed 07/01/93.

Bond, Gary C., Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. Univ of KS, PhD 1970; Univ of KS, BS 1965. Appointed 09/01/76.

Borison, Richard L., Professor, Psychiatry and Health Behavior; Professor, Pharmacology and Toxicology. Univ of Hlth Scis (Chicago Med Sch), PhD 1975; Univ of IL Med Ctr (Chicago), MD 1977; Boston Univ, BA 1972. Appointed 07/01/81.

Borke, James L., Associate Professor, Oral Biology. IL Inst of Tech, PhD 1984; Northern IL Univ, MS 1977; Northern IL Univ, BS 1974. Appointed 07/01/93.

Boudewyns, Patrick A., Professor, Psychiatry and Health Behavior. Univ of WI (Milwke), PhD 1968; Univ of WI (Milwke), MS 1966; Drake Univ, BA 1962. Appointed 07/01/82.

Bowden, Talmadge A., Jr., Professor, Surgery. Med Col of GA, MD 1966; Univ of GA, BS 1962. Appointed 07/25/73.

Bowen, Paul A., II, Associate Professor, Medicine; Assistant Professor, Surgery. Emory Univ, MD 1978; Mercer Univ, BS 1974. Appointed 07/01/83.

Bowsher, Juanita E., Assistant Professor, Adult Nursing; Assistant Professor, Graduate Studies. Univ of TX (Austin), PhD 1987; Med Col of GA, MSN 1973; Med Col of GA, BSN 1971. Appointed 09/15/86.

Boyle, Diane K., Assistant Professor, Adult Nursing. Univ of KS, PhD 1990; Univ of NC (Chpl Hl), MS 1982; Univ of MD (Baltmr Prof), BSN 1974. Appointed 09/01/90.

Boyle, Joyceen S., Professor, Community Nursing; Professor, Graduate Studies. UT Tech Col (Salt Lk), PhD 1982; Univ of CA (Berkeley), MPH 1971; Brigham Young Univ, BS 1961. Appointed 06/13/88.

Bradford, Gilda M., Assistant Professor, Ophthalmology. Univ of MS, MD 1985; Univ of Notre Dame, BA 1977. Appointed 06/15/92.

Bradford, Roger M., Assistant Professor, Family Medicine. Univ of MS, MD 1986. Appointed 06/15/92.

Bradshaw, Martha M., Assistant Professor, Parent-Child Nursing. Univ of TX (Austin), PhD 1992; Univ of TX (Austin), MSN 1980; Baylor Univ, BSN 1970. Appointed 01/01/90.

Bramlett, Martha H., Assistant Professor, Adult Nursing; Assistant Professor, Graduate Studies. Med Col of GA, PhD 1990; Univ of NC (Grnsbr), MSN 1981; Univ of NC (Grnsbr), BSN 1975. Appointed 09/01/90.

Brandsma, Jeffrey M., Professor, Psychiatry and Health Behavior. PA St Univ, PhD 1971; PA St Univ, MS 1967; Central Col, BA 1965. Appointed 06/01/81.

Brann, Darrell W., Assistant Professor, Physiology and Endocrinology. Med Col of GA, PhD 1990; Henderson St Univ, BA 1984. Appointed 04/01/91.

Bransome, Edwin D., Jr., Professor, Medicine; Professor, Physiology and Endocrinology; Professor, Graduate Studies. Columbia Univ, MD 1958; Yale Univ, AB 1954. Appointed 09/01/70.

Bravo, Maureen S., Instructor, Parent-Child Nursing. Univ of CA (San Frncsco), MS 1986; Univ of MD (Baltmr Cnty), BSN 1974. Appointed 01/09/92.

Brooks, Charles W., Jr., Instructor, Respiratory Therapy. Med Col of GA, BS 1984; Forsyth Tech Inst, AS 1981. Appointed 09/15/90.

Brophy, Colleen M., Assistant Professor, Surgery. Univ of UT, MD 1983; Univ of UT, BS 1979. Appointed 07/01/93.

Brown, Dale F., Instructor, Medicine. Med Col of GA, MD 1990; Univ of GA, BS 1985. Appointed 07/01/93.

Brown, Gordon E., Jr., Assistant Professor, Family Medicine. Univ of SC (Columbia), PhD 1983; Carson-Newman Col, BA 1974. Appointed 07/01/90.

Brown, Jerry L., Assistant Professor, Anesthesiology. KS Cty Col of Osteopthc Med, DO 1975; Wm Jewell Col, BA 1966. Appointed 07/01/88.

Brown, Jessie O., Associate Professor, Associated Dental Sciences. Med Col of GA, MHE 1981; Med Col of GA, BS 1969. Appointed 02/01/68.

Brown, Terry M., Assistant Professor, Psychiatry and Health Behavior. Univ of Osteopthc Med & Surg, DO 1984; GA St Univ, BS 1977. Appointed 07/15/91.

Brownell, George H., Professor, Immunology and Microbiology; Professor, Graduate Studies. Univ of SD, PhD 1967; Univ of SD, MA 1963; Univ of MN (Duluth), BA 1961. Appointed 07/01/67.

Brucker, Paul J., Professor, Continuing Education and Health Communication; Professor, Allied Health Sciences. IN Univ (Bloomington), EdD 1969; IN Univ (Bloomington), MS 1965; Col of Wm & Mary, BA 1961. Appointed 09/01/69.

Brudno, D. Spencer, Associate Professor, Pediatrics. Med Col of GA, MD 1977; Univ of VA, BS 1973. Appointed 09/01/85.

Buccafusco, Jerry J., Professor, Pharmacology and Toxicology; Professor, Graduate Studies; Professor, Psychiatry and Health Behavior. Univ of Med & Dent of NJ, PhD 1978; Canisius Col, MS 1973; Snt Peter's Col, BS 1971. Appointed 10/01/79.

Buckner, Wendy S., Assistant Professor, Occupational Therapy. Med Col of GA, MHE 1987; Cleveland St Univ, BS 1982; Cuyahoga Comm Col Dist, AS 1973. Appointed 07/01/87.

Budet-Bauza, Lynnette, Assistant Professor, Pediatrics. Univ of PR, MD 1984; Univ of PR, BS 1980. Appointed 07/01/92.

Bunn, Gerald T., Assistant Professor, Oral Rehabilitation. Emory Univ, DDS 1964; Univ of GA, BA 1960. Appointed 11/01/72.

Bunyapen, Chantrapa, Assistant Professor, Pediatrics. Mahidol Univ, MD 1972; Mahidol Univ, BS 1970. Appointed 06/01/79.

Burch, Sandra E., Assistant Professor, Radiology; Assistant Professor, Radiologic Technologies. Emory Univ, MMSc 1971; Emory Univ, BS 1970. Appointed 10/01/72.

Burke, George J., Assistant Professor, Radiology; Assistant Professor, Radiologic Technologies. Univ of MD (Baltmr Prof), MD 1958; Univ of MD (Baltmr Prof), BS 1954. Appointed 11/01/89.

Burrell, Lenette O., Professor, Adult Nursing; Professor, Graduate Studies. Univ of GA, EdD 1978; GA Col, BSEd 1966. Appointed 09/01/72.

Burton, Edward M., Associate Professor, Radiology; Associate Professor, Pediatrics. Univ of FL, MD 1971; Univ of Miami, BS 1967. Appointed 11/01/92.

Burton-Iwinski, Lesley T., Assistant Professor, Family Medicine. St Univ of NY (Bflo), MD 1985; Niagara Univ, BS 1981. Appointed 07/01/88.

Bustos-Valdes, Sergio E., Professor, Oral Biology; Assistant Professor, Biochemistry and Molecular Biology; Professor, Graduate Studies. Univ of Concepcion, DDS 1958; Univ of Rochester, PhD 1968. Appointed 03/01/71.

Butler, Sharon W., Assistant Professor, Adult Nursing. Med Col of GA, MSN 1972; Med Col of GA, BSN 1970. Appointed 03/01/74.

Butterbaugh, Randy R., Associate Adjunct Professor, Respiratory Therapy. MS St Univ, EdD 1982; Ball St Univ, MA 1977; Manchester Col, BS 1976. Appointed 08/01/84.

Byrd, J. Rogers, Professor, Physiology and Endocrinology; Professor, Pediatrics; Professor, Graduate Studies. Univ of MI (Ann Arbor), PhD 1960; Univ of MI (Ann Arbor), MA 1957; Wake Forest Univ, BS 1953. Appointed 05/01/65.

Caldwell, R. William, Professor, Pharmacology and Toxicology; Professor, Graduate Studies. Emory Univ, PhD 1969; GA Inst of Tech, BS 1965. Appointed 12/01/87.

Caldwell, Ruth B., Associate Professor, Cellular Biology and Anatomy; Associate Professor, Graduate Studies; Associate Professor, Ophthalmology. Memphis St Univ, PhD 1979; Memphis St Univ, MS 1976; Agnes Scott Col, BA 1964. Appointed 08/01/88.

Callahan, Leigh A., Assistant Professor, Medicine. Med Col of GA, MD 1984; Aug Col, BS 1980. Appointed 04/15/91.

Calle, Roberto A., Assistant Professor, Medicine. Univ of PR, MD 1984; Univ of PR, BS 1980. Appointed 07/01/93.

Cammisa, Kathryn M., Instructor, Occupational Therapy. Med Col of GA, MHEd 1991; Med Col of GA, BS 1982; Hillsborough Comm Col, AA 1978. Appointed 06/15/88.

Campbell, Carol A., Assistant Professor, Health Information Management. Univ of Redlands, MA 1983; Loma Linda Univ, BS 1978. Appointed 09/13/84.

Caput, William G., Associate Professor, Family Medicine. Univ of MI (Ann Arbor), MD 1961; Baylor Univ, MHCA 1976; Univ of CA (Berkeley), MPH 1965; Wayne St Univ, BS 1957. Appointed 08/01/81.

Carl, G. Franklin, Associate Professor, Neurology; Associate Professor, Biochemistry and Molecular Biology; Associate Professor, Psychiatry and Health Behavior; Associate Professor, Graduate Studies; Associate Professor, Medicine. Univ of WY, PhD 1972; Gettysburg Col, BA 1967. Appointed 11/01/79.

Carr, Albert A., Professor, Medicine; Professor, Pharmacology and Toxicology; Professor, Graduate Studies. Univ of VA, MD 1959; Univ of VA, BA 1955. Appointed 06/01/67.

Carrasco, Ricardo C., Associate Professor, Occupational Therapy. Union Inst, PhD 1990; Univ of the Philippines, MS 1982; Univ of the Philippines, BS 1976. Appointed 09/01/83.

Carrier, Gerald O., Professor, Pharmacology and Toxicology; Professor, Graduate Studies. Univ of TX (Austin), PhD 1971; Univ of TX (Austin), MS 1968; Univ of TX (Austin), BS 1966. Appointed 02/01/74.

Carroll, James E., Professor, Neurology; Professor, Pediatrics. Univ of Louisville, MD 1969; Univ of Louisville, BS 1966. Appointed 01/01/91.

Carter, A. Lee, Associate Professor, Biochemistry and Molecular Biology; Associate Professor, Graduate Studies. Univ of TX Hlth Sci Ctr (Dallas), PhD 1977; Baylor Univ, BS 1971. Appointed 08/15/80.

Caruana, Ralph J., Professor, Medicine. Tufts Univ, MD 1974; Yale Univ, BA 1970. Appointed 05/01/86.

Casanova, Manuel F., Professor, Psychiatry and Health Behavior; Professor, Neurology. Univ of PR (Rio Rd), MD 1979; Univ of PR (Rio Rd), BS 1973. Appointed 10/01/91.

Cassingham, Robert P., Assistant Professor, Anesthesiology. Tulane Univ of LA, MD 1979; Univ of TX (San Anton), MPH 1983; Tulane Univ of LA, BA 1975. Appointed 07/01/91.

Catravas, John D., Professor, Pharmacology and Toxicology; Professor, Graduate Studies. Univ of MS, PhD 1978; Univ of MS, MS 1975; Cornell Col, BA 1972. Appointed 06/01/81.

Catto, Brian A., Associate Professor, Medicine; Assistant Professor, Oral Biology. Univ of Southern CA, MD 1973; Brown Univ, BA 1964. Appointed 08/01/84.

Caughman, Gretchen B., Associate Professor, Oral Biology; Associate Professor, Graduate Studies; Associate Professor, Immunology and Microbiology. Med Univ of SC, PhD 1981; Clemson Univ, BS 1977. Appointed 07/01/85.

Caughman, W. Franklin, Professor, Oral Rehabilitation; Professor, Oral Biology. Med Univ of SC, DMD 1979; MS St Univ, MEd 1985; Clemson Univ, BS 1976. Appointed 07/01/85.

Chamberlain, C. Richard, Jr., Associate Professor, Pathology. Univ of VA, MD 1957; VA Military Inst, BA 1952. Appointed 08/01/78.

Chambers, Gerald T., Assistant Professor, Continuing Education and Health Communication. Univ of GA, PhD 1974; Univ of GA, MA 1967; West Carolina Univ, BA 1966. Appointed 09/01/75.

Chambers, Mary M., Instructor, Parent-Child Nursing. Med Col of GA, MSN 1988; Med Col of GA, BSN 1975. Appointed 09/01/88.

Chandler, A. Bleakley, Professor, Pathology. Med Col of GA, MD 1948. Appointed 07/01/51.

Chandler, Francis W., Jr., Professor, Pathology. Univ of GA, DVM 1967; Univ of GA, PhD 1973; Univ of GA, BS 1966. Appointed 04/01/85.

Chang, Barbara K., Professor, Medicine. Yeshiva Univ, MD 1973; Brandeis Univ, MA 1970; IN Univ (Bloomington), BA 1968. Appointed 07/01/78.

Chaudhary, Bashir A., Professor, Medicine; Professor, Respiratory Therapy. Univ of the Punjab, MBBS 1970; Govt Col (Mnglre), FSc 1965. Appointed 07/01/77.

Chauvin, Yvonne D., Instructor, Associated Dental Sciences. Univ of AR for Med Scis, BSDH 1987. Appointed 09/15/92.

Cheng, Charles Y., Assistant Research Scientist, Pharmacology and Toxicology. Med Col of GA, PhD 1983; Long Isl Univ (CW Post Campus), MS 1971; Western MD Col, BS 1964. Appointed 03/01/89.

Chew, Catherine S., Professor, Medicine. Emory Univ, PhD 1977; Armstrong St Col, BS 1970. Appointed 07/01/93.

Chew, William H., Jr., Professor, Medicine. Med Col of GA, MD 1958. Appointed 07/01/64.

Chowanec, Gregory D., Assistant Professor, Psychiatry and Health Behavior. McGill Univ, PhD 1984; Rutgers St Univ (Nwrk), BA 1975. Appointed 02/13/86.

Ciarlone, Alfred E., Professor, Oral Biology; Professor, Graduate Studies; Associate Professor, Pharmacology and Toxicology. Univ of Pittsburgh, DDS 1959; Univ of Pittsburgh, PhD 1973. Appointed 09/01/73.

Claiborne, Maureen O., Assistant Professor, Pediatrics. Med Col of GA, MD 1984; Spring Hill Col, BS 1970. Appointed 10/15/88.

Clark, Joseph H., Associate Professor, Pediatrics. IN Univ-Prdue Univ (Indnpls), MD 1977; IN Univ-Prdue Univ (Indnpls), BA 1973. Appointed 07/01/87.

Clayton, Gloria M., Professor, Adult Nursing; Professor, Graduate Studies. Univ of SC (Columbia), EdD 1978; Med Col of GA, MSN 1976; Armstrong St Col, BSN 1972. Appointed 10/12/78.

Cohen, David P., Instructor, Obstetrics and Gynecology. NY Univ, MD 1988; McGill Univ, BSc 1984. Appointed 08/01/92.

Cohen, Leland B., Assistant Professor, Nursing Administration; Assistant Professor, Graduate Studies. Washington Univ, PhD 1979; Southern IL Univ (Edwrdsvl), MSN 1991; Maryville Col, BSN 1987; OH St Univ, BA 1968; Maryville Col, ADN 1985. Appointed 09/01/91.

Cohen, Morris J., Associate Professor, Neurology; Associate Professor, Pediatrics; Associate Professor, Psychiatry and Health Behavior. Univ of GA, EdD 1983; GA St Univ, EdS 1978; GA St Univ, MEd 1976; Univ of Rochester, BA 1975. Appointed 04/14/83.

Colborn, Gene L., Professor, Cellular Biology and Anatomy; Professor, Graduate Studies; Professor, Surgery. Wake Forest Univ, PhD 1967; Wake Forest Univ, MS 1967; Univ of Pittsburgh, BS 1962; KY Christian Col, BA 1957. Appointed 06/01/75.

Coleman, Charles H., Jr., Assistant Professor, Surgery. Med Col of GA, MD 1973; Univ of GA, BS 1969. Appointed 07/01/78.

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Conkright, William F., Assistant Professor, Continuing Education and Health Communication. Univ of SC (Columbia), MEd 1978; Univ of Houston, AB 1970. Appointed 07/01/73.

Connuck, David M., Assistant Professor, Pediatrics; Assistant Professor, Cellular Biology and Anatomy. St Univ of NY Hlth Sci Ctr (Syrcs), MD 1983; Cornell Univ Cntrl Off, AB 1979. Appointed 07/01/89.

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Corbitt, George V., Assistant Professor, Orthodontics. Med Col of GA, DMD 1987; GA Inst of Tech, BChE 1983. Appointed 07/27/92.

Corbitt, Otis A., Associate Professor, Psychiatry and Health Behavior. Columbia Univ, DSW 1981; NY Univ, MSW 1967; Allen Univ, BS 1960. Appointed 12/01/91.

Corley, James H., Assistant Professor, Radiology; Instructor, Radiologic Technologies. Univ of GA, MS 1976; Univ of GA, BS 1969. Appointed 12/15/86.

Cormier, Rene E., Associate Professor, Medicine; Associate Professor, Physician Assistant. McGill Univ, MD 1967; Boston Col, AB 1963. Appointed 10/01/73.

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Costoff, Allen, Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. Univ of WI (Madsn), PhD 1969; Marquette Univ, MS 1959; Marquette Univ, BS 1957. Appointed 10/01/70.

Cox, Frederick, Associate Professor, Pediatrics. Boston Univ, MD 1964; Boston Univ, BA 1960. Appointed 07/01/77.

Cox, Robert D., Assistant Professor, Surgery; Assistant Professor, Pharmacology and Toxicology. Univ of IA (St), PhD 1980; Univ of TX Hlth Sci Ctr (Dallas), MD 1987; Augustana Col, BA 1976. Appointed 08/01/91.

Craft, Robert B., Assistant Professor, Neurology. Univ of TN (Chatnga), PhD 1970; Univ of TN (Chatnga), MA 1967; Univ of TN (Chatnga), BA 1964. Appointed 12/01/78.

Cranford, Matthew S., Instructor, Medicine. Univ of FL, MD 1990; Univ of FL, BS 1987. Appointed 07/01/93.

Creazzo, Tony L., Associate Professor, Cellular Biology and Anatomy; Associate Professor, Graduate Studies. Med Col of GA, PhD 1980; Univ of GA, BS 1974. Appointed 09/01/84.

Cregler, Louis L., Associate Professor, Medicine. St Univ of NY Hlth Sci Ctr (Brklyn), MD 1975; Bishop Col, BS 1969. Appointed 01/08/92.

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Crist, David W., Assistant Professor, Surgery. Univ of KS, MD 1982; Mcpherson Col, BA 1978. Appointed 04/06/92.

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Crosby, John H., Associate Professor, Pathology. Univ of TN (Memphis), MD 1967. Appointed 07/01/75.

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Cunningham, Benna E., Instructor, Mental Health Nursing. Univ of KY, MS 1973; Univ of Evansville, BSN 1969. Appointed 10/01/91.

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Dennison, Jacquelyn H., Associate Professor, Library. Univ of SC (Columbia), ML 1977; Clemson Univ, BA 1975. Appointed 10/01/80.

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Diamond, Bruce I., Professor, Psychiatry and Health Behavior; Associate Professor, Pharmacology and Toxicology. Univ of Hlth Scis (Chicago Med Sch), PhD 1975; Long Isl Univ Cntrl Off, MS 1969. Appointed 07/01/81.

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Dickinson, Gene L., Assistant Professor, Oral Rehabilitation; Assistant Professor, Oral Biology. Univ of TN (Memphis), DDS 1963; Univ of AL (Birmnghm), MS 1988. Appointed 08/01/91.

Dirksen, Thomas R., Professor, Oral Biology; Professor, Biochemistry and Molecular Biology; Professor, Graduate Studies. Univ of IL Med Ctr (Chicago), DDS 1957; Univ of Rochester, PhD 1967; Univ of Rochester, MS 1960; Bradley Univ, BS 1953. Appointed 08/01/67.

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Doetsch, Gernot S., Associate Professor, Surgery; Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. Duke Univ, PhD 1967; De Pauw Univ, BA 1962. Appointed 06/01/72.

Dohrmann, Marsha J., Assistant Professor, Medical Illustration; Assistant Professor, Graduate Studies. Johns Hopkins Univ, MA 1965; Univ of CA (Berkeley), BA 1962. Appointed 07/01/90.

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Domyslawski, Raymond F., Instructor, Occupational Therapy. Univ of North CO, MS 1977; VA Commnwlth Univ, BS 1967. Appointed 03/18/91.

Donahue, James G., Instructor, Obstetrics and Gynecology. Univ of Miami, MD 1989; IN Univ-Prdue Univ (Indnpls), MS 1985; Loyola Univ, BS 1981. Appointed 07/01/93.

Dowling, Dian B., Instructor, Parent-Child Nursing. Emory Univ, MN 1990; Univ of GA, MS 1978; Med Col of GA, BSN 1985; Univ of GA, BSHE 1975. Appointed 09/01/89.

Dowling, Jeffrey S., Instructor, Physical Therapy. Med Col of GA, BS 1989. Appointed 08/13/90.

Downey, Mary C., Assistant Professor, Associated Dental Sciences. Univ of MI (Ann Arbor), MS 1976; Med Col of GA, BS 1974. Appointed 09/15/91.

Dromsky, Joseph R., Instructor, Oral Rehabilitation. Med Col of GA, DMD 1988; Univ of GA, BS 1984. Appointed 09/03/90.

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DuPre, John R., Assistant Professor, Medicine. Med Col of GA, MD 1986; Univ of VA, BA 1982. Appointed 11/01/92.

Dubin, Stevin A., Associate Professor, Anesthesiology. Yeshiva Univ, MD 1983; Queen's Col, BA 1979. Appointed 07/14/86.

Dudley, William N., Research Scientist, Community Nursing. Univ of GA, PhD 1992; Univ of GA, MS 1989; Univ of NC (Cht), BA 1986. Appointed 11/15/91.

Duncan, Jewell B., Assistant Professor, Surgery. Med Col of GA, MD 1984; North GA Col, BBA 1982; Gainesville Jr Col, AA 1977. Appointed 08/01/92.

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Dunn, Celia P., Instructor, Oral Rehabilitation. Med Col of GA, DMD 1990; Univ of GA, BBA 1970. Appointed 09/13/90.

Durant, Robert H., Associate Professor, Pediatrics. Emory Univ, PhD 1987; Emory Univ, MA 1976; Appalachian St Univ, BA 1974. Appointed 01/01/81.

Duvall, Roberta M., Instructor, Medical Technology. Univ of GA, BS 1965. Appointed 01/01/72.

Edwards, Barbara H., Assistant Professor, Pathology; Associate Professor, Medical Technology. Cntrl Ml Univ, MA 1984; Med Col of VA, BS 1962. Appointed 09/01/74.

Edwards, Risa J., Associate Professor, Psychiatry and Health Behavior. Nova Univ, PhD 1983; FL St Univ, BS 1979. Appointed 06/01/93.

Edwards, Wallace S., Professor, Oral Rehabilitation. Med Col of VA, DDS 1965; Univ of IA (St), MA 1974; Univ of Richmond, BA 1961. Appointed 07/01/74.

Ehrhart, Ina C., Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. OH St Univ, PhD 1972; OH St Univ, BS 1968. Appointed 06/01/74.

Elkins, Ralph L., Associate Professor, Psychiatry and Health Behavior. Univ of GA, PhD 1970; Auburn Univ, MS 1966; Auburn Univ, BS 1963. Appointed 08/01/72.

Ellis, Linda A., Associate Professor, Mental Health Nursing; Associate Professor, Graduate Studies. Univ of GA, EdD 1979; Med Col of GA, MS 1972; Med Col of GA, BS 1967. Appointed 06/01/72.

Ellison, Lois T., Professor, Medicine; Professor, Surgery; Associate Professor, Physiology and Endocrinology; Professor, Graduate Studies. Med Col of GA, MD 1950; Univ of GA, BS 1943. Appointed 10/01/51.

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Engler, Harold S., Professor, Surgery. Med Col of GA, MD 1950. Appointed 07/01/55.

Erbland, John F., Associate Professor, Oral Biology; Assistant Professor, Biochemistry and Molecular Biology; Associate Professor, Graduate Studies. Univ of Rochester, PhD 1963; Med Col of GA, DMD 1975; Univ of Rochester, AB 1953. Appointed 07/01/72.

Ernst, Jeffrey L., Associate Professor, Psychiatry and Health Behavior. Southern IL Univ (Crbndl), PhD 1978; Univ of MO (Snt Louis), MEd 1974; Univ of IL (Chicago Cir), BS 1972. Appointed 07/01/83.

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Evans, Denise R., Assistant Professor, Psychiatry and Health Behavior. Med Col of OH, MD 1984; Univ of Toledo, BS 1978. Appointed 07/01/88.

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Flannery, Ann Marie, Associate Professor, Surgery; Associate Professor, Pediatrics. Rush Univ, MD 1979; Univ of IL (Urbana), BS 1972. Appointed 10/01/87.

Flannery, David B., Professor, Pediatrics. Emory Univ, MD 1976; Columbia Univ, BA 1972. Appointed 07/01/84.

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Ginsburg, Jack M., Professor, Physiology and Endocrinology; Associate Professor, Medicine; Professor, Graduate Studies. Tulane Univ of LA, PhD 1953. Appointed 07/01/68.

Given, Kenna S., Professor, Surgery. Duke Univ, MD 1964; West VA Univ, AB 1960. Appointed 06/01/77.

Gobat, Beverly P., Instructor, Medical Technology. Med Col of GA, BS 1986. Appointed 09/15/89.

Godt, Robert E., Professor, Physiology and Endocrinology; Professor, Graduate Studies. Univ of WA, PhD 1971. Appointed 09/01/78.

Goldenring, James R., Associate Professor, Medicine; Associate Professor, Surgery. Yale Univ, PhD 1984; Yale Univ, MD 1986; Yale Univ, MPhil 1984; Harvard Univ, AB 1980. Appointed 07/01/93.

Goldman, Barry M., Professor, Oral Rehabilitation. Emory Univ, DDS 1964; Univ of TX Med Brch (Galvstn), MS 1972. Appointed 06/01/72.

Goldstein, Barry D., Professor, Pharmacology and Toxicology; Professor, Graduate Studies. Univ of Med & Dent of NJ, PhD 1979; Adelphi Univ, BA 1975. Appointed 05/01/81.

Goodrich, Jacob A., Associate Professor, Surgery. Med Col of GA, MD 1977; Univ of GA, BS 1975. Appointed 07/01/89.

Gordon, Kris R., Associate Professor, Health Information Management. Aug Col, MBA 1980; Aug Col, BA 1978. Appointed 07/01/82.

Gorman, Carole A., Assistant Professor, Community Nursing. Univ of MI (Ann Arbor), MPH 1969; Marquette Univ, BSPH 1958. Appointed 01/01/87.

Gover, Charles B., Instructor, Radiology. Univ of PR, MD 1986; Univ of PR, BS 1982. Appointed 07/01/93.

Graham, Patricia B., Assistant Professor, Adult Nursing. Emory Univ, MN 1975; Adelphi Univ, BSN 1970. Appointed 08/01/90.

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Green, Keith, Regents Professor, Ophthalmology; Professor, Graduate Studies; Professor, Physiology and Endocrinology. Univ of Snt Andrews, PhD 1964; Univ of Snt Andrews, DSc 1984; Univ of Snt Andrews, BSC 1961. Appointed 04/01/74.

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Gross, Charles M., Associate Professor, Medicine. Yale Univ, MD 1970; Yale Univ, BA 1966. Appointed 07/01/84.

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Gulati, Adarsh K., Associate Professor, Cellular Biology and Anatomy; Associate Professor, Graduate Studies. West VA Univ, PhD 1979; Univ of Delhi, BS 1975. Appointed 08/01/84.

Gutin, Bernard, Professor, Pediatrics; Professor, Physiology and Endocrinology. NY Univ, PhD 1965; NY Univ, MA 1961; Cty Univ of NY (Hunter Col), AB 1960. Appointed 07/01/91.

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Humphries, Arthur L., Jr., Professor, Surgery. Johns Hopkins Univ, MD 1952; Claflin Col, BS 1948. Appointed 07/01/60.

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Jackson, Thomas W., Assistant Professor, Medicine. Med Col of GA, MD 1982; Emory Univ, BS 1978. Appointed 07/01/91.

Jackson, William H., Assistant Professor, Surgery. Univ of Rochester, MD 1989; Cheyney St Col, BS 1985. Appointed 07/01/92.

Jackson, William J., Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. TX Tech Univ, PhD 1966. Appointed 05/01/71.

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Jerath, Rita S., Assistant Professor, Pediatrics; Assistant Professor, Medicine. Victoria Univ (Manchstr), MBChB 1977. Appointed 10/01/89.

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Johnson, Robert H., Professor, Surgery; Professor, Oral and Maxillofacial Surgery. Univ of MD (East Shore), MD 1958; Duke Univ, BA 1954. Appointed 07/01/74.

Johnston, Charlotte A., Associate Professor, Health Information Management. GA St Univ, PhD 1987; Med Col of GA, MS 1971; Med Col of GA, BS 1964. Appointed 12/16/81.

Johnston, Joseph F., Professor, Anesthesiology. Med Col of GA, MD 1968. Appointed 11/15/82.

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Jones, Rhonda M., Instructor, Associated Dental Sciences. Med Col of GA, BS 1985. Appointed 10/01/91.

Jones, Steven R., Assistant Professor, Pediatrics. Med Col of GA, MD 1984; PA St Univ, BS 1980. Appointed 06/01/91.

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Joyner, Charles D., Jr., Associate Professor, Oral Rehabilitation. Emory Univ, DDS 1958; Univ of SC (Columbia), BS 1954. Appointed 09/01/71.

Kaltenbach, Robert F., Jr., Associate Professor, Psychiatry and Health Behavior; Associate Professor, Oral Rehabilitation. Univ of GA, PhD 1975; Baylor Univ, MA 1966; Southeastern LA Univ, BA 1964. Appointed 10/01/76.

Kaminer, Sharon J., Assistant Professor, Pediatrics. Univ of Miami, MD 1980; Jacksonville Univ, BA 1976. Appointed 08/01/90.

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Kimbrough, William F., Assistant Professor, Endodontics. Univ of TX Hlth Sci Ctr (Hstn), DDS 1964; George Washington Univ, MS 1974; West TX St Univ, BA 1960. Appointed 09/10/92.

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Whitford, Gary M., Regents Professor, Oral Biology; Professor, Graduate Studies; Associate Professor, Physiology and Endocrinology. Med Col of GA, PhD 1971; Univ of Rochester, DMD 1975; Univ of Rochester, MS 1969; Univ of Rochester, BS 1965. Appointed 07/01/72.

Whitman, Gail F., Assistant Professor, Obstetrics and Gynecology. Univ of Chicago, MD 1976; Univ of Chicago, BA 1971. Appointed 01/01/88.

Whitney, J. Barry, III, Associate Professor, Biochemistry and Molecular Biology; Associate Professor, Graduate Studies. Univ of NC (Chpl Hl), PhD 1972; Emory Univ, BS 1966. Appointed 06/01/80.

Wiedmeier, Vernon T., Associate Professor, Physiology and Endocrinology; Associate Professor, Graduate Studies. Marquette Univ, PhD 1968; ND St Univ, MS 1961; ND St Tchrs Col at Valley Cty, BS 1959. Appointed 12/01/71.

Wilbanks, Ann R., Instructor, Pediatrics. McGill Univ, MDCM 1988; Univ of Wstrn Australia, BS 1977. Appointed 05/25/92.

Williams, Henry A., Professor, Oral Rehabilitation. Loma Linda Univ, DDS 1962; La Sierra Col, BA 1958. Appointed 08/01/71.

Williams, Roger S., Assistant Professor, Anesthesiology. Med Col of GA, MD 1985; Univ of GA, BS 1981; Univ of GA, BSA 1979. Appointed 04/01/90.

Williams, William E., Assistant Professor, Associated Dental Sciences. Univ of GA, BSEd 1981; Greenville Tech Col, AAS 1975. Appointed 07/01/75.

Williamson, Nancy D., Assistant Professor, Nursing Administration. GA St Univ, PhD 1991; Med Col of GA, MSN 1979; Med Col of GA, BSN 1977. Appointed 09/01/83.

Willner, William A., Assistant Professor, Continuing Education and Health Communication; Assistant Professor, Medical Illustration. Clark Univ, MA 1973; Case Wstrn Resv Univ, BA 1971. Appointed 03/01/83.

Wilson, Jerry B., Associate Research Professor, Biochemistry and Molecular Biology. Med Col of GA, MS 1967; Univ of GA, BS 1963. Appointed 03/01/68.

Winburn, Virginia B., Assistant Professor, Surgery. Tulane Univ of LA, MD 1986; Univ of NC (Grnsbr), BA 1978. Appointed 07/01/91.

Winkley, Gail P., Associate Professor, Associated Dental Sciences; Associate Professor, Graduate Studies; Assistant Professor, Periodontics. Boston Univ, MS 1976; Tufts Univ, BS 1961. Appointed 10/15/76.

Witherington, Roy, Professor, Surgery. Med Col of GA, MD 1953; Univ of GA, BS 1949. Appointed 07/01/60.

Woods, Gerald W., Assistant Professor of Medical Jurisprudence and Ethics, Medicine. Emory Univ, JD 1973; Univ of NC (Chpl Hl), BS 1968. Appointed 03/01/78.

Woods, Terry J., Instructor, Parent-Child Nursing. Univ of TX (El Paso), MSN 1983; Angelo St Univ, BSN 1980. Appointed 01/01/91.

Woolard, Deborah J., Assistant Professor, Pediatrics; Assistant Professor, Surgery. Med Col of VA, MD 1982; Randolph-Macon Col, BS 1976. Appointed 08/01/92.

Work, Bruce A., Jr., Professor, Obstetrics and Gynecology. Univ of MI (Ann Arbor), MD 1959. Appointed 10/15/91.

Wray, Betty B., Professor, Pediatrics; Professor, Medicine. Med Col of GA, MD 1960; Mercer Univ, BS 1956. Appointed 07/01/68.

Wray, Charles H., Professor, Surgery. Med Col of GA, MD 1959; Mercer Univ (Atl), AB 1955. Appointed 07/01/64.

Wrenn, Robert W., Associate Professor, Cellular Biology and Anatomy; Associate Professor, Graduate Studies. Wake Forest Univ, PhD 1979; Appalachian St Univ, MA 1975; Davidson Col, BS 1973. Appointed 06/01/81.

Wynn, James J., Associate Professor, Surgery. Med Col of GA, MD 1980; Davidson Col, BS 1976. Appointed 07/01/87.

Yaghmai, Farivar, Associate Professor, Pathology. Univ of Teheran, MD 1963. Appointed 07/01/71.

Yodlowski, Edmund H., Assistant Professor, Anesthesiology. Case Wstrn Resv Univ, PhD 1979; Case Wstrn Resv Univ, MS 1977; Manhattan Col, BEE 1972. Appointed 12/15/85.

Young, Timothy R., Associate Professor, Surgery. PA Col Osteopthc Med, DO 1976; Johns Hopkins Univ, MA 1970; US Mil Academy, BS 1963. Appointed 11/01/86.

Yousufzai, Sardar Y.K., Assistant Professor, Biochemistry and Molecular Biology. AMU, PhD 1977; AMU, MPhil 1975; UPA, MS 1971; Agra Univ, BS 1967. Appointed 03/01/82.

Zhu, Yu, Instructor, Pharmacology and Toxicology. Suzhou Med Col, MD 1982; Med Col of GA, PhD 1990; Beijing Med Col, MS 1985. Appointed 11/01/91.

Zorn, Donna C., Instructor, Physical Therapy. Russell Sage Col, BS 1974. Appointed 09/15/89.

Zwemer, Jack D., Professor, Community Dentistry. Univ of IL Med Ctr (Chicago), DDS 1946; Univ of IL Med Ctr (Chicago), PhD 1956; Univ of IL Med Ctr (Chicago), MS 1954. Appointed 09/01/76.

*Clinical/Adjunct Faculty**

Abdulla, M. Abdulla, MBBS. Clinical Professor, Medicine; Clinical Professor, Adult Nursing.

Acevedo, J. Harold, MD. Assistant Clinical Professor, Physician Assistant.

Ackerman, Larry L., MD. Associate Clinical Professor, Psychiatry and Health Behavior.

Adams, Charles P., MD. Associate Clinical Professor, Surgery.

Adams, Robert J., PhD. Assistant Adjunct Professor, Physiology and Endocrinology.

Ades, Edwin W., PhD. Assistant Clinical Professor, Pediatrics.

Adkisson, John E., Jr., DMD. Assistant Clinical Professor, Community Dentistry.

Agar, John R., DDS. Associate Adjunct Professor, Oral Biology.

Agostas, William N., MD. Clinical Professor, Medicine.

Alberts, Lora M., BS. Clinical Instructor, Radiologic Technologies.

Albrecht, Nettie N., PhD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Alderman, Emery J., Jr., DDS. Associate Clinical Professor, Community Dentistry.

Alexander, Lee R., MD. Assistant Clinical Professor, Anesthesiology.

Alexander, Tamra J., PharmD. Assistant Adjunct Professor, Psychiatry and Health Behavior.

Allen, Candace V., BS. Adjunct Instructor, Health Information Management.

Allen, David C., MD. Assistant Clinical Professor, Surgery.

Allison, J. Richard, Jr., MD. Clinical Professor, Dermatology.

Alperin, Henry, MD. Associate Clinical Professor, Radiology.

Amarasinghe, Amarasinghe A.W., MBBS. Associate Clinical Professor, Psychiatry and Health Behavior.

* *Note:* File effective May 15, 1993, including those actions approved by the Board of Regents to take effect July 1, 1993.

Anders, David L., MD. Assistant Clinical Professor, Medicine.

Anderson, Emily D., MHE. Assistant Clinical Professor, Occupational Therapy.

Anderson, Jennifer B., BS. Clinical Instructor, Respiratory Therapy.

Anderson, Richard J, EdD. Clinical Professor, Psychiatry and Health Behavior.

Anderson, Stanley J., DMD. Clinical Instructor, Oral Rehabilitation.

Andrews, Rebecca H., MSN. Clinical Instructor, Adult Nursing.

Angeletti, Fred, Jr., DMD. Assistant Clinical Professor, Community Dentistry.

Arkin, Murray C., MD. Clinical Professor, Medicine.

Arnold, Thomas S., MD. Clinical Instructor, Obstetrics and Gynecology.

Arnold, W. Stanley, MD. Assistant Clinical Professor, Medicine.

Arora, Rajesh, MBBS. Assistant Adjunct Professor, Psychiatry and Health Behavior.

Ashkar, Fu'ad G., MD. Assistant Clinical Professor, Physician Assistant.

Ashline, Vivian M., MSN. Clinical Instructor, Adult Nursing.

Assad, Ramzi T., MD. Assistant Clinical Professor, Medicine.

Atkinson, Charles D., DDS, MSD. Assistant Clinical Professor, Orthodontics.

Aton, James K., MD. Associate Clinical Professor, Dermatology.

Atwell, Eddie A., MD. Assistant Clinical Professor, Surgery.

Austin, Jack H., Jr., MD. Assistant Clinical Professor, Medicine.

Azar, Kenneth A., MD. Associate Clinical Professor, Psychiatry and Health Behavior.

Bailey, Thomas E., MD. Associate Clinical Professor, Pediatrics.

Bairas, Diane S., BS. Clinical Instructor, Physician Assistant.

Baker, Allen F., MS. Assistant Clinical Professor, Radiology.

Baker, David H., MD. Clinical Professor, Radiology.

Baker, Susan J., DMD. Assistant Clinical Professor, Periodontics.

Bandisode, Madhukar S., MD. Assistant Clinical Professor, Medicine.

Bangs, R. Janine, MSN. Clinical Instructor, Adult Nursing.

Bannon, Michelle D., BS. Clinical Instructor, Physician Assistant.

Barber, James S., AS. Clinical Instructor, Respiratory Therapy.

Barber, Paul L., BS. Clinical Instructor, Medical Technology.

Barber, Robert L., BS. Clinical Instructor, Respiratory Therapy.

Barfield, William E., Jr., MD. Assistant Clinical Professor, Obstetrics and Gynecology.

Barfield, William E., Sr., MD. Associate Clinical Professor, Obstetrics and Gynecology.

Barmore, Burton B., III, MD. Assistant Clinical Professor, Family Medicine.

Barnett, Janet E., BS. Clinical Instructor, Physician Assistant.

Barron, Mark R., PhD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Bartee, Lacy H., Sr., MS. Clinical Instructor, Physician Assistant.

Bashinski, Benjamin, III, MD. Assistant Clinical Professor, Neurology.

Battey, Louis L., MD. Clinical Professor, Medicine.

Battu, Prabhakar, MBBS. Assistant Clinical Professor, Radiology.

Baxter, J. David, MD. Assistant Clinical Professor, Medicine.

Beacham, Charles H., MD. Assistant Clinical Professor, Pathology.

Beaver, Melissa P., BS. Clinical Instructor, Health Information Management.

Beck, Kathy L., MBA. Clinical Instructor, Health Information Management.

Beck, Richard A., MD. Assistant Clinical Professor, Surgery.

Becton, James L., MD. Associate Clinical Professor, Surgery.

Bedingfield, Amy P., MSN. Clinical Instructor, Parent-Child Nursing.

Beeson, C. Walker, II, MD. Associate Clinical Professor, Medicine.

Beeson, Timothy N., MD. Assistant Clinical Professor, Anesthesiology.

Belger, Peggy C., MSN. Clinical Instructor, Mental Health Nursing.

Belton, Jettiva S., MN. Assistant Clinical Professor, Nursing Administration.

Ben, Raymond F., BS. Clinical Instructor, Physical Therapy.

Bennett, Sharon M., MN. Assistant Clinical Professor, Parent-Child Nursing.

Benson, John M., PharmD. Assistant Adjunct Professor, Pediatrics.

Benton, Edred C., III, DDS, MSD. Associate Clinical Professor, Periodontics.

Berens, Sanford V., MD. Associate Clinical Professor, Radiology.

Bergeron, Glynn A., MD. Associate Clinical Professor, Radiology.

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Bernstein, Arnold, MD. Associate Clinical Professor, Obstetrics and Gynecology.

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Beveridge, Laura H., MEd. Assistant Clinical Professor, Respiratory Therapy.

Beveridge, Wayne D., MD. Associate Clinical Professor, Surgery.

Bigger, John F., Jr., MD. Associate Clinical Professor, Ophthalmology.

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Billingsley, Gary M., MD. Clinical Instructor, Pediatrics.

Bingham, Kay H., BS. Clinical Instructor, Physician Assistant.

Black, Katherine A., BS. Clinical Instructor, Medical Technology.

Black, Maria M., MD. Assistant Clinical Professor, Medicine.

Blackwood, R. Adair, MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Blalock, H. Sherman, MD. Associate Clinical Professor, Surgery.

Blalock, Jack H., Jr., MD. Assistant Clinical Professor, Medicine.

Blanchard, Thomas W., MD. Assistant Clinical Professor, Surgery.

Bland, Gail G., BS. Clinical Instructor, Medical Technology.

Blitch, Pierce G., Jr., MD. Clinical Professor, Medicine.

Blivins, Laura S., MSW. Clinical Instructor, Psychiatry and Health Behavior.

Blount, Benroe W., MD. Assistant Clinical Professor, Family Medicine.

Blount, Linden V., MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Blount, Wade B., MD. Assistant Clinical Professor, Obstetrics and Gynecology.

Bolmey, Silvia M., BS. Clinical Instructor, Physician Assistant.

Booker, David L., MD. Assistant Clinical Professor, Pathology.

Boone, Daniel H., MD. Assistant Clinical Professor, Medicine.

Boss, J. Larry, MD. Assistant Clinical Professor, Family Medicine.

Bottini, Peter B., PharmD. Assistant Clinical Professor, Medicine.

Bowcutt, Marilyn A., MS. Assistant Clinical Professor, Nursing Administration.

Bowman, Mac A., MD. Assistant Clinical Professor, Medicine.

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Boyd, Carl R., MD. Assistant Clinical Professor, Surgery.

Boyd, William S., MD. Associate Clinical Professor, Obstetrics and Gynecology.

Boysia, Frank T., MD. Assistant Clinical Professor, Dermatology.

Boyter, Charles H., MS. Assistant Adjunct Professor, Medical Illustration.

Bradley, E. Jayni, DMD. Assistant Clinical Professor, Community Dentistry.

Bradley, Kathy P., EdD. Associate Clinical Professor, Occupational Therapy.

Branch, Clinton E., Jr., MD. Associate Clinical Professor, Neurology.

Brannen, Alfred L., II, MD. Clinical Instructor, Medicine.

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Brennan, William A., DDS. Associate Adjunct Professor, Periodontics.

Brett, Miles E., MD. Assistant Clinical Professor, Family Medicine.

Bridges, E. Glenn, MD. Assistant Clinical Professor, Surgery.

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Brocato, Simone, MD. Assistant Clinical Professor, Medicine.

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Brown, Allen N., MD. Assistant Clinical Professor, Family Medicine.

Brown, Charles F., MD. Clinical Instructor, Obstetrics and Gynecology.

Brown, David G., BS. Clinical Instructor, Physician Assistant.

Brown, Mary J., MSN. Clinical Instructor, Mental Health Nursing.

Brown, Sherri R., DMD. Clinical Instructor, Community Dentistry.

Brown, Stephen W., MD. Associate Clinical Professor, Radiology.

Brown, Vickie M., MD. Clinical Instructor, Dermatology.

Brown, Walter J., Jr., MD. Clinical Professor, Medicine.

Brownell, Julie P., BA. Clinical Instructor, Medical Technology.

Browning, Larry N., DMD. Assistant Clinical Professor, Oral Rehabilitation.

Bruce, Anne L., MA. Assistant Clinical Professor, Nursing Administration.

Bruce, Ronald J., MD. Assistant Clinical Professor, Radiology.

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Bryce, Ronda W., BA. Clinical Instructor, Medical Technology.

Buchanan, Ralph W., MD. Assistant Clinical Professor, Family Medicine.

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Burch, Kenneth D., MD. Assistant Clinical Professor, Pediatrics.

Bures, Joseph K., BS. Clinical Instructor, Medical Technology.

Burg, Hans A., DDS. Associate Clinical Professor, Endodontics.

Burgamy, Clyde A., MD. Clinical Instructor, Obstetrics and Gynecology.

Burgess, Russell E., MD. Assistant Clinical Professor, Medicine.

Burgher-Jones, Janine E., MD. Assistant Clinical Professor, Family Medicine.

Burken, Russell R., MD. Clinical Instructor, Dermatology.

Burnes, Carol A., MSN. Assistant Clinical Professor, Community Nursing.

Butler, Clarence C., MD. Associate Clinical Professor, Medicine.

Butler, John B., DMD. Assistant Clinical Professor, Community Dentistry.

Butt, William B., MD. Assistant Clinical Professor, Radiology.

Byck, David B., MD. Clinical Instructor, Obstetrics and Gynecology.

Byrd, Nina J., MS. Clinical Instructor, Physical Therapy.

Cadenhead, David J., MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Cannady, Robert W., BS. Clinical Instructor, Physician Assistant.

Cantwell, John D., MD. Associate Clinical Professor, Medicine.

Caplan, Gerald E., MD. Associate Clinical Professor, Radiology.

Carden, B. Lamar, MD. Assistant Clinical Professor, Family Medicine.

Cardosa, David, MD. Assistant Clinical Professor, Obstetrics and Gynecology.

Carlton, William H., PhD. Associate Clinical Professor, Radiology; Associate Clinical Professor, Radiology.

Carroll, Dale A., MD. Associate Clinical Professor, Family Medicine.

Carroll, Dorothy R., MA. Clinical Instructor, Medical Technology; Clinical Instructor, Radiologic Technologies.

Carroll, H. Banks, MD. Assistant Clinical Professor, Family Medicine.

Carswell, James J., III, MD. Assistant Clinical Professor, Surgery.

Carter, Jack W., DMD. Assistant Clinical Professor, Orthodontics.

Carter, Michael P., MD. Assistant Clinical Professor, Radiology.

Carter, William C., MS. Assistant Adjunct Professor, Medical Illustration.

Cassidy, James L., Jr., DMD. Clinical Instructor, Oral Rehabilitation.

Catalano, Philip W., MD. Assistant Clinical Professor, Surgery.

Chalker, Dan K., MD. Clinical Professor, Dermatology.

Chambers, Mary F., BS. Clinical Instructor, Health Information Management.

Chandler, A. Bleakley, Jr., MD. Assistant Clinical Professor, Medicine.

Charleston, Gail Y., DDS. Assistant Clinical Professor, Community Dentistry.

Chaudhary, Tesneem K., MBBS. Assistant Clinical Professor, Pediatrics.

Cheeks, Eddie R., MD. Assistant Clinical Professor, Obstetrics and Gynecology.

Cheng, Walter C., MSW. Assistant Clinical Professor, Psychiatry and Health Behavior.

Chestnut, Sharon K., BS. Clinical Instructor, Radiologic Technologies.

Chilton, Simona G., BS. Clinical Instructor, Medical Technology.

Chinn, Robert C., DMD. Assistant Clinical Professor, Community Dentistry.

Christian, Joe D., Jr., MD. Associate Clinical Professor, Surgery.

Chuang, Augustine H. L., PhD. Assistant Adjunct Professor, Periodontics.

Ciucchi, Bernard, DMD. Adjunct Professor, Oral Biology.

Clark, David D., BS. Clinical Instructor, Occupational Therapy.

Clark, Michael D., MD. Assistant Clinical Professor, Surgery.

Clark, Sarah L., MD. Assistant Clinical Professor, Medicine.

Clark, William L., Jr., MD. Assistant Clinical Professor, Surgery.

Clay, Cassius M., SM. Assistant Clinical Professor, Radiology.

Clepper, Douglas P., DMD. Assistant Clinical Professor, Oral Diagnosis and Patient Services.

Coats, David S., DMD. Clinical Instructor, Oral Rehabilitation.

Cohen, Stanley A., MD. Assistant Clinical Professor, Pediatrics.

Cole, Wilfred Q., III, MD. Clinical Instructor, Pediatrics.

Colman, Alan E., BS. Clinical Instructor, Physician Assistant.

Colosetti, Sharman D., MSW. Clinical Instructor, Psychiatry and Health Behavior.

Conner, Harold M., BMS. Clinical Instructor, Pathology.

Cook, E. Lawrence, MD. Associate Clinical Professor, Psychiatry and Health Behavior.

Cook, Gregory C., MD. Clinical Instructor, Obstetrics and Gynecology.

Cook, John R., MD. Assistant Clinical Professor, Dermatology.

Cook, Terrence J., MD. Associate Clinical Professor, Pediatrics; Associate Clinical Professor, Medicine.

Cooper, James W., PhD. Assistant Clinical Professor, Family Medicine.

Copeland, Lanny R., MD. Associate Clinical Professor, Family Medicine.

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Correnti, Lawrence M., MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

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Covington, Steven C., AS. Clinical Instructor, Respiratory Therapy.

Cowan, Connie F., MSN. Clinical Instructor, Adult Nursing.

Craft, David W., PhD. Assistant Adjunct Professor, Oral Biology.

Craft, James H., MD. Assistant Clinical Professor, Radiology.

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Crapanzano, Kathleen A., MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Crawford, Marynell, BS. Clinical Instructor, Health Information Management.

Crawley, Westine D., MSN. Clinical Instructor, Adult Nursing.

Crenshaw, Connie T., MSN. Assistant Clinical Professor, Parent-Child Nursing.

Crout, Barbara O., AA. Clinical Instructor, Occupational Therapy.

Crow, Robert W., MD. Assistant Clinical Professor, Surgery.

Crowley, Janet G., MSN. Clinical Instructor, Adult Nursing.

Cuartas, Francisco I., MD. Assistant Clinical Professor, Medicine.

Cundey, Paul E., Jr., MD. Clinical Professor, Medicine.

Daitch, Ronald, MD. Assistant Clinical Professor, Obstetrics and Gynecology.

Daniel, Fred L., MD. Assistant Clinical Professor, Surgery.

Daniel, Mary Anne, MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Dasher, Byron G., MD. Assistant Clinical Professor, Radiology; Assistant Clinical Professor, Radiologic Technologies.

Dasher, M. Nesbit, Jr., MD. Associate Clinical Professor, Medicine.

Daspit, Sharon G., MD. Assistant Clinical Professor, Pathology.

Davidson, Elmer H., PhD. Associate Adjunct Professor, Psychiatry and Health Behavior.

Davidson, James A., DMD. Clinical Instructor, Oral Rehabilitation.

Davis, Deborah H., BS. Clinical Instructor, Medical Technology.

Davis, John B., Jr., MD. Assistant Clinical Professor, Surgery.

Davis, William M., DDS. Assistant Clinical Professor, Community Dentistry.

DeGrazia, Joseph A., Jr., MD. Associate Clinical Professor, Radiologic Technologies.

DeGroot, James F., PhD. Assistant Clinical Professor, Psychiatry and Health Behavior.

DeJarnette, Charles P., MD. Assistant Clinical Professor, Anesthesiology.

DeLoach, Ervin D., MD. Assistant Clinical Professor, Surgery.

DeRamus, Leonard D., BS. Clinical Instructor, Physician Assistant.

Deal, J. Ben, DMD. Clinical Instructor, Oral Rehabilitation.

Decker, Lawrence A., DO. Assistant Clinical Professor, Obstetrics and Gynecology.

Deering, Thomas F., MD. Associate Clinical Professor, Medicine.

Delahayes, Jean F., PhD. Associate Adjunct Professor, Physiology and Endocrinology.

Dent, Jeffrey J., DDS. Assistant Clinical Professor, Periodontics.

Derrick, Corliss G., MSN. Assistant Clinical Professor, Nursing Administration.

DiBenedetto, Robert J., MD. Clinical Professor, Medicine.

DiPiro, Joseph T., PharmD. Clinical Professor, Surgery.

Dickens, Victor F., MD. Assistant Clinical Professor, Surgery.

Dicks, Joseph L., Jr., DDS. Associate Clinical Professor, Community Dentistry.

Dickson, Stephen K., AS. Clinical Instructor, Respiratory Therapy.

Dimond, Keith A., MD. Associate Clinical Professor, Medicine.

Dingbaum, Angela M., MPH. Clinical Instructor, Community Nursing.

Dominy, Wilburn T., Jr., DMD. Assistant Clinical Professor, Oral Rehabilitation.

Don Diego, Frank R., Jr., MD. Associate Clinical Professor, Family Medicine.

Douglas, Lacy A., MS. Clinical Instructor, Physician Assistant.

Dozier, F. Augustus, MD. Assistant Clinical Professor, Surgery.

Dren, Anthony T., PhD. Associate Adjunct Professor, Psychiatry and Health Behavior.

Dross, David L., DDS. Assistant Clinical Professor, Oral Rehabilitation.

Dube, Volker E., MD. Associate Clinical Professor, Pathology.

Dubin, Jonathan S., DMD. Assistant Clinical Professor, Community Dentistry.

Dubois, Richard E., MD. Associate Clinical Professor, Medicine.

Ducey, Danita A., BS. Clinical Instructor, Health Information Management.

Duncan, Scott D., MD. Clinical Instructor, Pediatrics.

Duncan, Titus D., MD. Assistant Clinical Professor, Surgery.

Durham, Laura C., DDS. Assistant Clinical Professor, Pediatric Dentistry.

Easterly, Joy M., MHC. Assistant Clinical Professor, Nursing Administration.

Echelberger, Scott F., MHA. Adjunct Instructor, Health Information Management.

Eckert, Richard E., MD. Assistant Clinical Professor, Pediatrics; Assistant Clinical Professor, Surgery.

Edwards, Maurice D., MD. Assistant Clinical Professor, Surgery.

Ehsanipoor, Kaveh, MD. Associate Clinical Professor, Medicine.

Eller, Peter C., DPM. Assistant Clinical Professor, Physician Assistant.

Elliott, Paul M., MD. Assistant Clinical Professor, Family Medicine.

Ellis, Judy P., BS. Clinical Instructor, Medical Technology.

Ellis, Keith E., MD. Assistant Clinical Professor, Family Medicine.

Enelow, Cathy T., MN. Clinical Instructor, Mental Health Nursing.

English, Charles E., DDS. Assistant Clinical Professor, Oral Rehabilitation.

English, Debra C., MD. Assistant Clinical Professor, Family Medicine.

Epstein, Franklin M., MD. Assistant Clinical Professor, Surgery.

Esposito, Michael, BSHRP. Adjunct Instructor, Respiratory Therapy.

Evans, Bridget B., BS. Clinical Instructor, Medical Technology.

Everett, Theodore, MD. Assistant Clinical Professor, Surgery.

Ewing, Douglas E., MD. Assistant Adjunct Professor, Physiology and Endocrinology.

Fadel, Hossam E., MBBCh. Clinical Professor, Obstetrics and Gynecology.

Fagan, E. Lynn, DMD. Clinical Instructor, Oral Rehabilitation.

Faris, Mary R., MD. Clinical Instructor, Medicine.

Farman, Douglas P., MD. Assistant Clinical Professor, Medicine.

Farr, William L., Jr., MD. Associate Clinical Professor, Medicine.

Fatteh, Hasanali V., BS. Clinical Instructor, Medical Technology.

Faulkner, Alva H., MD. Assistant Clinical Professor, Obstetrics and Gynecology.

Feldman, Jack A., MD. Assistant Clinical Professor, Surgery.

Feldman, Mary T., BMS. Clinical Instructor, Physician Assistant.

Ferguson, Frederick C., MD. Assistant Clinical Professor, Surgery.

Finlayson, Donald C., MD. Clinical Professor, Anesthesiology.

Finney, H. Ray, MD. Assistant Clinical Professor, Surgery.

Fischer, Asma Q., MBBS. Associate Clinical Professor, Pediatrics.

Fishbein, Sumner L., MD. Associate Clinical Professor, Ophthalmology.

Fisher, Emile T., DDS. Clinical Professor, Community Dentistry.

Fitch, Margaret H., MD. Clinical Instructor, Dermatology.

Fiveash, Arlie E., MD. Associate Clinical Professor, Radiology.

Flaherty, Michael G., AS. Clinical Instructor, Respiratory Therapy.

Flexon, Phillip B., MD. Assistant Clinical Professor, Surgery.

Flynt, Thomas H., PharmD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Forbes, E. Faye, BS. Clinical Instructor, Physician Assistant.

Forbes, Lowell A., BA. Assistant Clinical Professor, Physician Assistant.

Ford, James E., III, MD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Forney, Mary Ann, PhD. Associate Clinical Professor, Family Medicine.

Foss, John T., BS. Clinical Instructor, Physician Assistant.

Foster, Gregory A., MD. Assistant Clinical Professor, Family Medicine.

Foulke, Richard S., MD. Assistant Clinical Professor, Medicine.

Fournier, Joseph A.A., MSW. Assistant Clinical Professor, Psychiatry and Health Behavior.

Fowler, John E., MD. Assistant Clinical Professor, Family Medicine.

Freedman, Murray A., MD. Associate Clinical Professor, Obstetrics and Gynecology; Associate Clinical Professor, Physiology and Endocrinology.

Freeman, Charles, Jr., MD. Assistant Clinical Professor, Surgery.

Freeman, Davidson L., MD. Clinical Instructor, Pediatrics.

Freeman, William E., MD. Clinical Instructor, Dermatology.

Frentzel, Michael, BS. Clinical Instructor, Respiratory Therapy.

Fritz, Michael E., DDS. Clinical Professor, Periodontics.

Fullerton, Leroy R., Jr., MD. Associate Clinical Professor, Surgery.

Fuqua, Anita M., MSN. Clinical Instructor, Mental Health Nursing.

Gaffney, Carolyn F., MSN. Clinical Instructor, Adult Nursing.

Gainer, James S., MD. Assistant Clinical Professor, Medicine.

Gallant, Lewis E., PhD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Galloway, Ronald F., MD. Associate Clinical Professor, Surgery.

Gambrell, R. Don, Jr., MD. Clinical Professor, Physiology and Endocrinology; Clinical Professor, Obstetrics and Gynecology.

Garber, David A., DMD. Clinical Professor, Periodontics; Clinical Professor, Oral Rehabilitation.

Garland, Frederick N., PhD. Assistant Clinical Professor, Psychiatry and Health Behavior.

Gavigan, Dawn M., BS. Clinical Instructor, Respiratory Therapy.

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Gay, Tammy K., BS. Clinical Instructor, Medical Technology.

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Gershon, Charles R., MD. Assistant Clinical Professor, Surgery.

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Gilley, Jack D., MD. Assistant Clinical Professor, Medicine.

Gilliland, Cynthia H., MSN. Clinical Instructor, Adult Nursing.

Godowns, Angela B., BS. Clinical Instructor, Respiratory Therapy.

Goldberg, Ronald F., MD. Assistant Clinical Professor, Medicine.

Goldklang, Gerald A., MD. Assistant Clinical Professor, Medicine.

Goldkrand, John W., MD. Clinical Professor, Obstetrics and Gynecology.

Goldman, Kenneth L., MD. Assistant Clinical Professor, Surgery.

Goldstein, Cary E., DMD. Clinical Instructor, Oral Rehabilitation.

Goldstein, Marvin C., DDS. Clinical Professor, Orthodontics.

Goldstein, Robert W., MD. Assistant Clinical Professor, Medicine.

Goldstein, Ronald E., DDS. Clinical Professor, Oral Rehabilitation.

Golsen, Michael, DMD. Clinical Instructor, Oral Rehabilitation.

Gongaware, Robert D., MD. Associate Clinical Professor, Surgery.

Gongaware, Theodora L., MD. Associate Clinical Professor, Medicine.

Gonzalez, Evangelio, MD. Assistant Clinical Professor, Family Medicine.

Goodhue, William W., Jr., MD. Associate Clinical Professor, Pathology.

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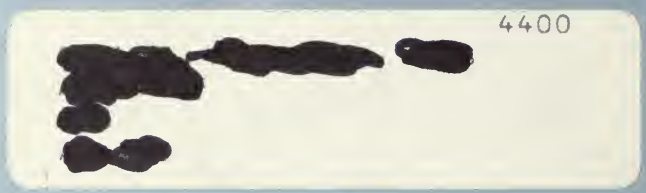

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